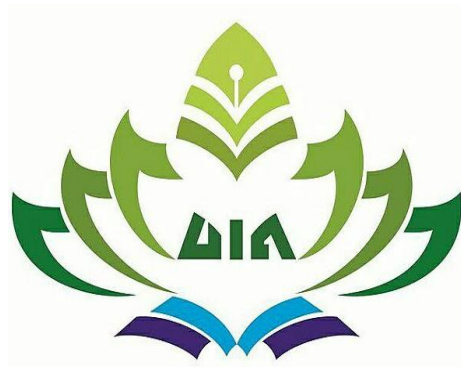


**STUDENTS' GRAMMATICAL ERRORS IN USING RELATIVE  
PRONOUN AT THE FIRST SEMESTER OF THE TWELFTH  
GRADE OF SMAN 8 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR OF 2017/2018**

**A Thesis  
Submitted as a Partial Fulfillments of  
the Requirements for S1-Degree**

**By:  
LINDA NOVITA  
NPM. 1311040290**

**Study Program: English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
2017**

**STUDENTS' GRAMMATICAL ERRORS IN USING RELATIVE  
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**A Thesis  
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**Advisor : Dr. M Muhassin, M.Hum  
Co-Advisor : M. Ridho Kholid, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
RADEN INTAN LAMPUNG  
2017**

## **ABSTRACT**

### **STUDENTS' GRAMMATICAL ERRORS IN USING RELATIVE PRONOUN AT THE FIRST SEMESTER OF THE TWELFTH GRADE OF SMAN 8 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

**By**

**LINDA NOVITA**

The research was conducted based on the phenomena happened in the school. Grammar is one of important components in English. The students at the twelfth grade of SMAN 8 Bandar Lampung still made grammatical errors especially in relative pronoun. The objectives of this research are to find out the errors done by students in using relative pronoun, and to know the proportion of errors made by students at the first semester of the twelfth grade of SMAN 8 Bandar Lampung in the Academic Year of 2017/2018.

The research methodology was used descriptive qualitative. The data were taken from students' writing task. The population of this research were all the sentences in using relative pronoun made by students at the first semester of the twelfth grade of SMAN 8 Bandar Lampung that consist 132 students. The sample of this research were 31 sentences containing errors in using relative pronoun based on Surface Strategy Taxonomy. In this case, the researcher identified and described the errors made by students especially in using relative pronoun, and finally, classified the errors based on Surface Strategy Taxonomy. After that, the researcher calculated the proportion by using percentage formula.

The result of the research showed that there are three types of errors in using relative pronoun made by students based on surface strategy taxonomy. They are misformation, misordering and omission errors. The proportion of errors were 198 items of misformation (63.66%), 111 items of misordering (35.69%), 2 items of omission (0.64%). Furthermore, the researcher found that misformation error was the highest.

***Keyword:*** Error Analysis, Grammar, Relative Pronoun





**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol. H. Endro Suratmin Sukarame 1, Bandar Lampung Telp (0721)703289*

**APPROVAL**

**Title : STUDENTS' GRAMMATICAL ERRORS IN USING  
RELATIVE PRONOUN AT THE FIRST SEMESTER OF  
THE TWELFTH GRADE OF SMAN 8 BANDAR  
LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

**Student's Name : LINDA NOVITA  
Student's Number : 1311040290  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**To be tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic  
University Lampung**

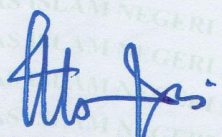
**Advisor,**

**Co-Advisor,**

  
**Dr. M. Muhassin, M.Hum  
NIP. 197708182008011012**

  
**M. Ridho Kholid, M.Pd  
NIP. 198505122015031004**

**The Chairperson of  
English Education Study Program**

  
**Meisuri, M.Pd  
NIP. 1980051520031220004**





**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

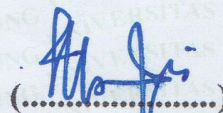
*Alamat : Jl. Letkol. H. Endro Suratmin Sukaramo 1, Bandar Lampung Telp (0721)703289*

**ADMISSION**

A thesis entitled: **STUDENTS' GRAMMATICAL ERRORS IN USING RELATIVE PRONOUN AT THE FIRST SEMESTER OF THE TWELFTH GRADE OF SMAN 8 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018** by: **LINDA NOVITA, NPM: 1311040290**, Study Program English Education was tested and defended in the examination session held on Friday, January 5, 2018.

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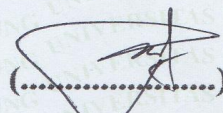
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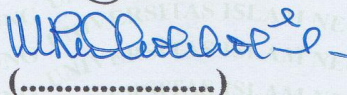
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**The Primary Examiner : Satria Adi Pradana, M.Pd**

  
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**The 2<sup>nd</sup> Co-Examiner : M. Ridho Kholid, M.Pd**

  
(.....)

**The Dean,  
Tarbiyah and Teacher Training Faculty**



**Dr. H. Chairul Anwar, M.Pd.**  
**NIP. 19560810 198703 1 001**

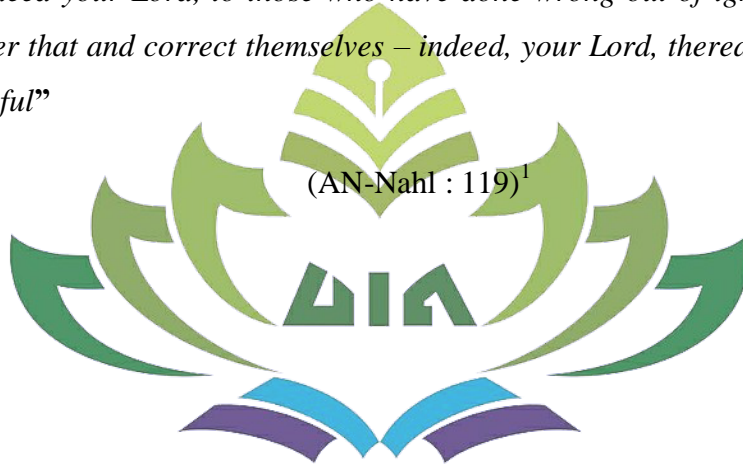


## MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ

مِنْ بَعْدِهَا لَغَفُورٌ رَحِيمٌ ﴿١١٩﴾

*“Then, indeed your Lord, to those who have done wrong out of ignorance and then repent after that and correct themselves – indeed, your Lord, thereafter, is Forgiving and Merciful”*



---

<sup>1</sup>The Presidency of Islamic Researches, UFTA, CALL, and GUIDANCE, The Holly Qur'an English Translation of the meaning and Commentary. Al-Madinah Al-Munawarah, King Fahd Qur'an Printing Complex, 1410 H, p.1970

## DECLARATION

I hereby declare that this thesis entitled “Students’ Grammatical Errors in Using Relative Pronoun at the First Semester of the Twelfth Grade of SMAN 8 Bandar Lampung in the Academic Year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.



## DEDICATION

This thesis is dedicated to:

1. My beloved parents, my late great father H. Amren Nudin, and my great mother Hj. Rusmalyati, who always pray for my success and support me in finishing my thesis.
2. My beloved brothers and sisters, Brigpol Yulikal Yusdi,S.I.Kom, Ahmad Jumroni,A.Md, Dewi Susanti, Bripka Radius Amin,S.I.Kom, Rika Marlana,S.Pd, Dewi Anggraini, A.Md, who always support and motivate me.
3. My lovely nephews and niece, M. Riski Akbar, Aliqa Nahda Allesha, M. Daffi Al Ghifari, Dirga Atana, M. Zhafran Syaquib Al Resyid, who always give me a beautiful smile.
4. My beloved Lecturers and Almamater UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

Linda Novita was born on May 29<sup>th</sup>, 1995 in Durian. She lives on Jl. Pandawa Raya nomor 32 Sukarame Bandar Lampung. She is the last child of seven children of a lovely moeslem couple H. Amren Nudin (the late) and Hj. Rusmalyati.

Her study was began at Elementary School No. 155 Baturaja South Sumatera in 2001 and finished in 2007. Then, she continued her study to Junior High School No. 33 Baturaja South Sumatera and finished in 2010. After graduating from Junior High School No. 33 Baturaja, she continued her study to Senior High School Sentosa Bhakti Baturaja South Sumatera and finished in 2013.

After graduating from high school, she continued her study to UIN Raden Intan Lampung as an S1 degree student of Tarbiyah Faculty majoring in English Education.

The Writer,

**LINDA NOVITA**  
**NPM. 1311040290**

## ACKNOWLEDGEMENT

Firstly of all, the praise would be benefitted to Allah the Almighty for the blessing given to her during her study and in completing this project. Furthermore, the gratefulness would be given to many people who contribute their ideas and time to her in completing her final project.

They are:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance when on going the study untill the accomplishment of this thesis.
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9. All lecturers of English Departement in UIN Raden Intan Lampung who have given her support and spirit for her study.

Finally, there are still a lot of weaknesses in this thesis. For this, the criticism and suggestion were expected from the readers to enhance the quality of the thesis.

Bandar Lampung, December 2017

The writer

**Linda Novita**



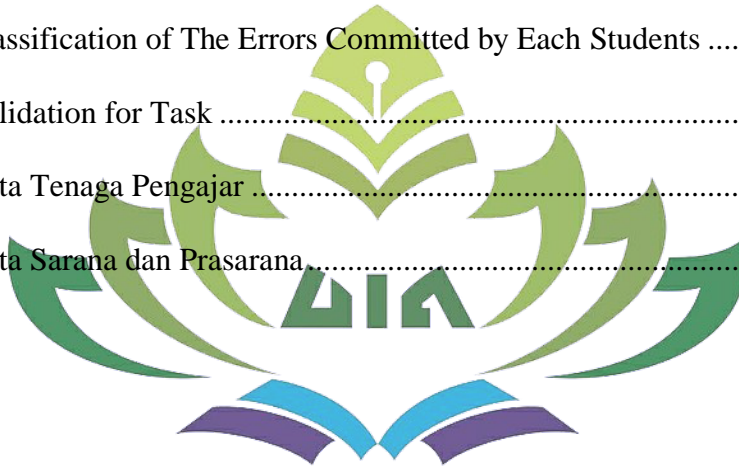
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is very important in human life because it is a tool of communication. If language did not exist, people would find it difficult to communicate with one another.<sup>1</sup> It is because they did not have the media that can convey the message in communication. In short, without language people cannot express their ideas, thought, and feeling. Historically, language has been expressed at the time of the creation of the first man (Adam). At that time Allah taught Adam to speak as revealed in the Q.SAl-Baqarah Ayat 31.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“And he taught Adam the names (objects) entirely. Then put it to the angels then said: "Tell me the names of those things if you are righteous people!".<sup>2</sup> It means that it is revealed that the first thing Allah taught to Adam was the language, to reveal the content of the mind, then Adam could mention objects with the symbols of language. The uniqueness of human really is not lies in the ability to

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<sup>1</sup>H. Douglas Brown, *Principle in Language Learning and Teaching*, (New Jersey: Prentice hall, 1980), p. 77

<sup>2</sup>Hadrat Mirza Masroor Ahmad, *The Holy Qur'an: Arabic Text and English Translation*, (Tilford: Islam International Publications Limited, 2004), p. 6

think but lies in the ability of language. Human can think well because they have a language, without language then human will not be able to think in a complex and abstract like that done in scientific activities, without language, humans cannot communicate our knowledge to others.

As we know that learning English is not easy as learning other subjects especially in Indonesia. It is because in Indonesia, the learners only have a chance to practice English at school or institution. Furthermore, the learners have difficulties in learning English. We realize that learning a foreign language, especially English is different from learning one's mother tongue.

English is one of international language in the world many countries in the world use English as media in communication among people in different countries. It means that mastering English is very important. Therefore, English becomes one of compulsory subject in Indonesia started from junior high school to university. We should be master skill in English if we want to be able to use English for communication. There are four skills in English, listening, speaking, reading, and writing.

In learning language especially English, the students not only learn about language itself, but the students also learn how to use it weather it is in speaking the rule of English gives the ease to understand many information in this world without mastering English, people will get the problems understanding it both written and spoken. Firstly, by mastering written English they be able to read



many information that is in the books, magazines, novels, etc. Secondly, by speaking skill, they can express their idea, though or feeling. Therefore, the Indonesian government has decided that English should be taught at school in order to create the best generation who can develop the science and technology.

The national education aim is increasing the competency and character along with grade nation civilization to educate the nation and having to develop the students competency in order to be the faithful and god fearing human being of god, have noble moral, health, educated, capable, creative, and become the democracy civilization as well as good responsible. If the language skills are learned well, the students will have good English. However, in learning English, the students are taught also the language competences, one of which is grammar.

Like any other language learning situations, Indonesia students face some difficulties in learning English. The problem may have been caused by some factors that are related to one another to achieve its goals. The material is becoming the main difficulty that students faced. Because most students assumed that English grammar is the most difficult part to be learnt. Grammar has an essential role in mastering English. It is the study about how to make words into ideas. The grammar is the system by which words combine to convey ideas and information. In addition, the study of grammar can help a writer make appropriate

and mature use of the resources of the language.<sup>3</sup> In the learning grammar, a clause is the part that occurs frequently in the English book such as textbook. A clause may be defined in the same way as a sentence. It is full predication that contains a subject and a predicate with a finite verb. There are two kinds of clauses; independent and dependent clause.

The independent clause is a complete sentence. It contains the main subject and verb of a sentence. (It is also called “a main clause”), the dependent clause has a special introductory word that makes the predication ‘depend’ on an independent clause”. Therefore, based on functions, it is divided into three dependent clauses. One of them that should be taught by an English teacher of senior high school is about adjective clause.

Azar said that it is dependent clause that modifies a noun. Likewise, it has two kinds namely restrictive and nonrestrictive clauses. Nevertheless, when the students learn it, they face the problems which are caused by the lack of knowledge in grammar especially in adjective clauses. For mastering it, the students need the comprehension about the relative pronouns that describe a noun or pronoun.<sup>4</sup> Commonly, the relative pronouns are *who*, *whom*, *whose*, *that*, and *which*.

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<sup>3</sup>Hans P. Guth, *Concise English Handbook*, (USA: Wadsworth Publishing Company, Inc., 1969), (2<sup>th</sup>Ed), p. 1

<sup>4</sup>Betty Schramper Azar, *Understanding and Using English Grammar*, (Englewood Cliffs; Prentice-hall, Inc.,1981),(3<sup>th</sup>Ed), p.267

The writer found grammatical errors as follows:

1. She has a smart daughter **whom** is my classmate.
2. I don't like people **which** lose their temper easily.
3. I will buy **which** a car i saw yesterday.

From the data (1) the sentences are definitely wrong. The first sentence is wrong because the relative pronoun 'Whom' is not appropriate, should be used relative pronoun 'Who'. So, the error is categorized as misformation (2) the second sentence is wrong because the student don't know about the function of relative pronoun which when the antecedent of person is used in this sentence. 'who' is used instead of 'which'. So, the error is categorized as misformation (3) the last sentence, it is wrong because incorrect placement of relative pronoun 'whose'. Therefore, the error is categorized as misordering.

The correct sentences:

- 1a. She has a smart daughter **who** is my classmate.
- 2a. I don't like people **who** lose their temper easily
- 3a. I will buy a car **which** i saw yesterday.

In English, there were two kinds of failure. The first is a consciousness failure that is called mistake. The second is unconsciousness failure which is named error. Brown said that a mistake refers to a performance error that is either

a random guess or a “slip”, it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations.

Native speakers are normally capable of recognizing and correcting such as “lapses” or mistakes, which are not the result of deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of tongue, random ungrammatical and other performance lapses in native-speaker production also occur in second language speech. Mistakes, when attention is called to them, can be self-corrected.<sup>5</sup> Relative pronoun have been being teaching in the twelfth grade in high school 8 Bandar Lampung. The students learn about relative pronoun. They learned how to use the relative pronoun rightly. And the last, they learned about the function of relative pronoun taught by the teacher. It means that the students should be master about relative pronoun. Hence, the errors made by students were checked what kinds of errors in using relative pronoun.

There are some previous research studies about error analysis as follows:

Firstly, Siswoyo, et.al explained the grammatical errors of surface strategy taxonomy made by the third semester students of the English department of STKIP PGRI Sidoarjo in writing. It shows that all of the students produced the errors in surface strategy taxonomy including omission 20.9%, addition 8.97%,

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<sup>5</sup>H. Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey: Pearson Education Inc, 2007), p.217



misformation 70.94% and misordering 39.75%. The most dominant error was misformation and it was followed by misordering, omission, addition.<sup>6</sup>

Secondly, Muttahar Qassen discussed An Analysis of a Arab Students' English of in Relative Pronoun 'Who'. It only focused on the students' relative pronoun 'who' result in his journal. The result revealed the students encountered various problematic areas in the use of relative pronoun 'who'. Such problematic areas were manifested in various errors of omission, addition, selection, word order, and avoidance.<sup>7</sup>

Thirdly, Suhono discussed surface strategy taxonomy on the Efl Students' Composition: a Study of Error Analysis on Second language learners of English Study Program at different grade semester of IAIM NU Metro. The data are taken from the result of written production. The result of this result of this research revealed that 268 sentences indicated errors. In all semester, types of omission errors was the highest one 131 (48.9%) sentences. Furthermore, grammatical error in the second semester was the highest one 124 (46.8%) sentences.<sup>8</sup>

In contrast to previous studies, there are similarities in topic such as error analysis and surface strategy taxonomy. Well, not find the research that have a title "Students' Grammatical Errors in Using Relative Pronoun". Different from

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<sup>6</sup>Siswoyo, 2014, *An Analysis on Students' Errors in Using Simple Present Tense*, Teacher Training Sidoarjo

<sup>7</sup>Muttahar Qassen, 2016, *An Analysis of a Arab Students' English of in Relative Pronoun 'Who'*, University La Safienza: Italy

<sup>8</sup>Suhono, 2016, *Efl Students' Composition: a Study of Error Analysis on Second language learners of English*, IAIM NU Metro: Metro

the previous research discussed above, here this research only discussed and analyzed the types of error in using relative pronoun based on surface strategy taxonomy.

Considered the explanation above, a research conducted by the researcher entitled “Students’ grammatical error in using relative pronoun at the first semester of the twelfth grade of SMAN 8 Bandar Lampung in the academic year of 2017/2018”.

### **B. Limitation of the problem**

In order to avoid misunderstanding in interpreting the problem. The limitation of problem in this research only in students’ error in using relative pronoun. These relative pronoun (*who, whom, which, whose, and that*).

### **C. Formulation of the Problemss**

Based on the statement above, formulated the problem as follows:

1. What are the type of errors made by students in using relative pronoun based on surface strategy taxonomy ?
2. What is the most common errors in using relative pronoun based on surface strategy taxonomy ?

#### **D. The Objective of study**

The objectives of this research are:

1. To describe types of errors based on surface strategy taxonomy made by students in using relative pronoun.
2. To know the most common error made by students in using relative pronoun

#### **E. Use of Research**

It is hoped that the result of the research can be used as:

1. Information about the students' errors in relative pronoun
2. Information for English teachers, it can be used to improve a technique used in teaching relative pronoun
3. Contribution for the next research about error analysis.

#### **F. Scope of Research**

1. Subject of the Research

The subject of the research is the students of the first semester at  
SMAN 8 Bandar Lampung

2. Object of the Research

Object of the research is students' grammatical errors in using relative pronoun

### 3. Time of the Research

The research conducted in the academic year of 2017/2018

### 4. Place of the Research

The research conducted the place in SMAN 8 Bandar Lampung





## CHAPTER II

### REVIEW OF LITERATURE

#### A. Concept of Error

In Learning English, the students often make error and mistake in their writing. Error is students wrong utterance or sentence in writing or speaking because they have lack of knowledge of English structure in language rules.<sup>1</sup> We know that error and mistake are different, but they have assumption that error is the same meaning with mistake.

Errors in a proper perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. A mistake refers to a performance error that is either the random guess or “slip”, in that it is failure to utilize a known system correctly. It is result of some sort of temporary breakdown or imperfection in the process of random ungrammaticalities.<sup>2</sup> Mistakes are of no significance to the process of language learning.<sup>3</sup> It can be inferred that a mistake is made by learner because he does not apply the rules that he actually knows, in other words, a mistake is a non systematic deviation from the norms of the language.

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<sup>1</sup>Dulay.et.al., *Language Two*, (New York: Oxford University Press,1982), p.138

<sup>2</sup>H. Douglas Brown, *Principles of Language Learning and Teaching* (2<sup>nd</sup>Ed), (London: longman, 2000), p.257

<sup>3</sup>Jack C. Richards, *Error Analysis: Prespective on second language acquisition*,(London: Longman,1984), p.25

Furthermore, Crystal states that errors are assumed to reflect in a systematic way, the level of competence achieved by learner, they are constructed with “mistakes”, which are performance limitations that learner would be able to correct.<sup>4</sup> Meanwhile, Brown states that error is noticeable deviation from the adult grammar or a native speaker reflecting the interlanguage competence of the learner, while mistake refers to a performance error that is either a random guess or “slip”, in that it is a failure to utilize a known system correctly. He also identifies that error is a result from lack of knowledge of the rules of the language.<sup>5</sup> In some of the second language literatures performance error is called mistake, when their error was reserve for the systematic deviation due to the learner is still developing of the second language system.

Further, many experts distinguish between error and mistake. This seems to be reasonable in order to put the two phenomena in their proper perspectives. One of the most common distinctions was made by Brown, which highlight that errors are direct manifestation of a system within which a learner is operating at the time, while mistakes refer to failures to utilize known system correctly.<sup>6</sup>

From the explanation above, it is clear that error and mistake are different.

Error is result from lack of knowledge of rules of language. The learners cannot

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<sup>4</sup>David Crystal, *Dictionary of Linguistics and Phonetics*, (USA: Blackwell Publishing, 2008),p.173

<sup>5</sup>H. Douglas Brown, *Principles Of Language Learning and Teaching*, (New Jersey : Prentice- Hall,inc,1980),p.258

<sup>6</sup>S.P. Corder, *Errors Analysis and Interlanguage*, (New York : Oxford University Press, 1981),p.35

know error because they do not know that they have done something wrong. It caused by the lack knowledge of language, the learners cannot correct by themselves and they need explanation about it. It refers to language competence that shows learners' ability in using language. The different is learners can know mistake because it refers to language performance but the learners can correct themselves. It is the result of imperfection in producing speech. The learners know about the rules to make good sentences but condition make they do error.

According to Dulay,et.al, the distinction between performance error (mistake) and competency error (error) is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. Therefore, they define error as deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.<sup>7</sup>Based on the theories above, the practically used the idea proposed by Dulay as the root of determining the deviation produced by the subject in which any deviation would be considered as an error.

## **B. Concept of Error Analysis**

The students can make errors in the process of language learning. The students' error is very important to be analyzed and corrected. Allah said in the Q.S Ar-Ra'd: 11.

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<sup>7</sup>Dulay.et.al.,*Language Two*,Op.Cit.,p.140

لَهُ مُعَقِّبَتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ ۖ يَحْفَظُونَهُ ۚ مِنْ أَمْرِ اللَّهِ ۚ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۚ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۚ وَمَا لَهُمْ مِنْ دُونِهِ ۚ مِنْ وَالٍ ﴿١٠٨﴾

“Verily never will Allah change the condition of a people until they change what is in themselves”.<sup>8</sup> It means that we have to know the errors that we made, because from errors we can learn how to did not make errors.

Analysis is needed to know students' error, and error analysis is the way to know the students' error by identifying, describing, and analyzing the error into kinds of errors. Naturally, students make errors in learning a foreign language. It is because their native language or mother tongue is very different from foreign language in term of grammar, vocabulary and pronunciation.

Error analysis is study or an effort to observe, analyze and classify the students' errors. It also expresses that the teacher will guide the students to avoid errors, both the students and teacher need to study hard. So, it will be very useful for the language teacher to have an error analysis. This is emphasize that Error analysis is the fact that learners do make errors, and those errors can be observed, described, and analyzed to reveal something of the system operating within the

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<sup>8</sup>Qomari, *Al-Qur'an Terjemah Paralel Indonesia Inggris*, Al-Qur'an Qomari, (Solo, 2010), p. 150



learners, led to surge of study of learners' error.<sup>9</sup> It means that error analysis is very useful to observe, analyze, and classify the learners' errors.

Richard states that error analysis is an activity to reveal error found in writing and speaking. Error analysis also is study of errors made by the second and foreign language learners. Error analysis may be carried out in to find out how well someone knows a language, find out how a person learns a language and obtain information on common difficulties in language learning, as an aid in teaching or the preparation of teaching materials. This definition stresses the function of error analysis.<sup>10</sup> It means that error can be found in writing and speaking. Error analysis is used to know the learners' language ability.

In teaching learning process of language as mention above, studying students' error is very important, because it can increase their language proficiency. Students' error should be analyzed carefully because these errors show the process of learning a language. The students' errors are very important providing insight into how far a learner has progress in acquiring a language and showing how much more the learner needs to learn.

According to Corder states that error analysis has two main functions: theoretical aspect and practical aspect. The theoretical aspect of error analysis is

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<sup>9</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000), p.220

<sup>10</sup>Jack C. Richard, *Error Analysis: Perspective on Second Language Acquisition*, (London, Longman, 1974), p.458

part of methodology of investigating the language learning process while the practical aspect of error analysis is function in guiding the remedial action we must be taken to correct an unsatisfactory state of affairs for learners or teacher.<sup>11</sup> There are two main functions of error analysis. Firstly, it is used to investigate aspect of error analysis, it is called theoretical aspect. Secondly, it is used to guiding the remedial action, it is called practical aspect.

Based on the theory above, it can be inferred that error analysis is to investigate the language learning process and to judge whether it is necessary or not for teacher to have remedial teaching. The result of error analysis can give benefit not only for the teachers, but also for students. For the teacher, it can be used as information about students' progress in reaching the goal of learning and considerable whether the teacher needs to have remedial teaching or not. And for students, it can be used as references to learn in language learning process.

There are some procedures to analyze the error according to Ellis: identifying errors, describing errors, and error explanation.

#### 1. Identifying errors

The first step in analyzing learner errors is to identify them. To identify errors we have to select the wrong sentence. After we know the errors' sentences then compare the sentences learners produce with what seem

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<sup>11</sup>S. P. Corder, *Error Analysis and Interlanguage*, (New York: Oxford University Press, 1981), p.45

to be the normal or 'correct' sentences in the target language which correspond with them.

For example:

- A man and a little boy was watching him.

It is not difficult to see that the correct sentence should be:

- A man and a little boy were watching him.

By comparing the two sentences we can see that used 'was' instead of 'were'.

## 2. Describing errors

Once all the errors have been identified, they can be described and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories. For example, the writer could gather all the errors relating relative pronoun, and then identify kind of errors include four types of errors according to Dulay those are:

- a) Omission Error
- b) Addition Error
- c) Misformation Error
- d) Misordering error

## 3. Explaining errors

The identification and description of errors are preliminaries to the much more interesting task of trying to explain why they occur. Error can

have different source, some error seem to be universal.<sup>12</sup> Explaining errors establishing the source of errors made students.

#### 4. Error Evaluation

Where the purpose of the error analysis is to help learners learn an L2, there is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone say. Teachers will want to focus their attention on these. It means that evaluation errors is the activities undertaken with regard to the process of assesment errors.

Because the purpose of this research were to find kinds and proportions of errors made by students, then only took two steps of the four steps suggested by Ellis, identifying errors and describing errors.

#### C. Types of Taxonomies in Error Analysis

Error actually cannot be separated from language learning. It happens in speech as well as writing. Therefore, some linguistics are encouraged to study about errors made by the language students.

In accordance with error classification, there are four most useful and commonly used bases for the descriptive classification of the error, those are:

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<sup>12</sup>Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press, 1997), p.15-20



### 1. Linguistic Category Taxonomy

This category deals with errors based on the language components, such as phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse (style) and the particular linguistic constituents of each language components that the error affects.

### 2. Comparative Taxonomy

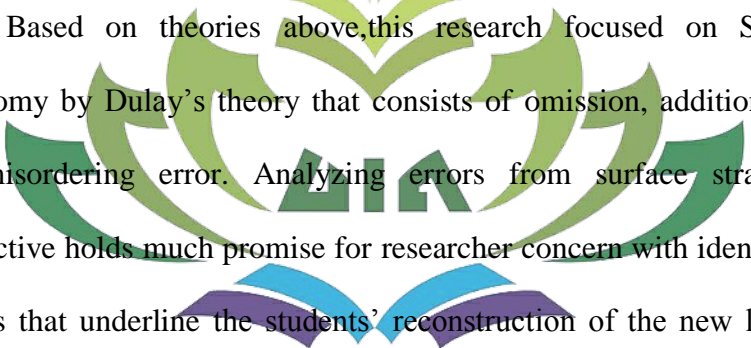
The types of errors in a comparative taxonomy is based on comparison between the structure of L2 errors and certain other types of constructions. This is used as a major predictor of students' errors and knowledge of developmental processes in L2 acquisition. The error identification is tracked back by looking for the synonym or translating the words in to the learners' mother tongue to look for the similarity or the phrases or sentences.

### 3. Communicative Effect Taxonomy

This deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not. The errors are categorized in two local and global errors. Local errors are errors that affect single elements (constituents) in a sentence do not usually hinder communication significantly. Global errors are errors that affect overall sentence organization significantly hinder communication.

#### 4. Surface Strategy Taxonomy

This category highlights the ways surface structures are altered in systematic and specific ways. Students' errors in this type are based on some logic as the result of the students' use of interim principles to produce a new language. James states that under this category, error can be classified into five types: omission, addition, misformation, misordering, and blends.<sup>13</sup> Furthermore, Dulay classified into four types: omission, addition, misformation, and misordering.<sup>14</sup>



Based on theories above, this research focused on Surface Strategy Taxonomy by Dulay's theory that consists of omission, addition, misformation, and misordering error. Analyzing errors from surface strategy taxonomy perspective holds much promise for researcher concern with identifying cognitive process that underline the students' reconstruction of the new language. It also makes us aware that the students' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of students use of interim principle to produce a new language.

#### D. Concept of Surface Strategy Taxonomy

Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors. Dulay defines it as the taxonomy that high lights the

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<sup>13</sup>Carl James, *Error in Language Learning and Use*, (New York: Longman, 1998), p.205

<sup>14</sup>Dulay.et.al.,Op. Cit, p.151

ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.<sup>15</sup> Therefore, surface strategy taxonomy classifies errors into four: Omission, Addition, Misformation and Misordering.

### 1. Omission

Omission errors are characterized by the absence of an item that must appear in a well formed utterance.

For example: “*The boy stands in front of the class is clever*”. The sentence is incorrect because omitted relative pronoun ‘*who*’ in the sentence. The correct sentence should be: “*The boy who stands in front of the class is clever*”.

### 2. Addition

Addition errors are the opposite of omission. They are characterized by the sentence of an item, which must not appear in a well formed utterance.

For example: “*She doesn’t knows my name*”. This sentence is wrong because there is ‘*ed*’ is added. The correct sentence should be “*She doesn’t know my name*”.

There are three terms of addition as the following:

#### a. Double Marking

An error in which a concept is expressed twice then the language requires its expression only once. For example:

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<sup>15</sup>*Ibid*,p.150

*We didn't went there*

The sentence is wrong because there two errors along with it.

(not found double marking error in using relative pronoun).

#### b. Regularization

An item, which requires rules is indicated by the application of a regular rule or an error.

For example: In the verb : “*eat*” doesn’t not become *eated* but *ate*

In the noun : “*child*” in the plural become *children* not *childs*.

(There is no example about regularization in relative pronoun, because no regularization errors found in relative pronoun).

#### c. Simple addition

Simple addition error is another subtype of addition error. If an addition error is not double marking or regularization, it is called the simple addition.

For example:

*The pink house building was in over there* (incorrect)

*The pink house building was over there* (correct)

(Not found simple addition error in using relative pronoun)

### 3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme of the structure.

For example: “*We come to a restaurant whose sells friedrice only*”. This sentence is incorrect because relative pronoun ‘*whose*’ not appropriate. The correct sentence should be “*We come to a restaurant which sells friedrice only*”. There are three types of misinformation error :

a. Regularization error

Error that belong to this category are in which a regular marker is use in place of an irregular one and commonly in comprehension of grammar.

For example: his self for himself, geoses for geese.

(not found regularization error in using relative pronoun).

b. Archi- forms

Archi-forms, which they call ‘misselection’, is the selection of one member of a class of forms to represent others in the class.

For example:

“*The man which plays football on the yard is my neighbor*”. Relative pronoun ‘*which*’ is not appropriate to this sentence because *which* as function to subject, object, refers to things and also animal. The correct sentence should be: “*The man who plays football on the yard is my neighbor*”.

c. Alternating forms

As the learner's vocabulary and grammar grow, they have known the various member of a class. Nevertheless, they still fail to select and use the member appropriately. For example:

*"I like the woman who i met at the party last week".* The sentence is incorrect because used relative pronoun '*who*' and should be used relative pronoun '*whom*'. The correct sentence is *"I like the woman whom i met at the party last week."*

4. Misordering

Misordering errors characterized by the use incorrect placement of morpheme or group of morpheme. In this case the student makes sentence incorrect order. For example: *"The man drives who a blue car is very handsome"*. In this sentence, relative pronoun '*who*' is incorrect placement. The correct sentence should be: *"The man who drives a blue car is very handsome"*.

## E. Concept of Sentence and Clause

### 1. Concept of Sentence

Turner in Steffani states that a sentence is a structure that consist of one or more clauses capable of representing a complete thought in a manner



which is grammatically acceptable.<sup>16</sup> Chafe in Adisutrisno states that a sentence is basically a structure of predication. An element that must be present in all sentences is the predicate.<sup>17</sup> It is supported by Frank that sentences as a full predication which contains a subject plus a predicate with a finite verb.<sup>18</sup> Based on the explanations, it can be concluded that sentence is a structure of predication which consist of one or more clauses capable that contains subject and predicate with a finite verb which is grammatically acceptable.

Devitt and Stereny in Adisutrisno state that human beings apply the principle of referent refers to the conceptual meaning of the works which are embodied in the sentence, while the principle of structure refers to organization or combination of the words to form a sentence by mean of structural rules. The sentences agreement may be symbolized by such formulas as S VO (Subject + Verb + Object), N1 V N2 (Noun + Verb + Noun), or NP + VP (Noun Phrase + Verb Phrase).<sup>19</sup>

Frank also classifies the sentences by types are as follows:<sup>20</sup>

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<sup>16</sup>Susan A Steffani, *Identifying Embedded and Conjoined Complex Sentences: Making it Simple*, (Chiko: 2007), p.45 Available: <http://www.google.co.id/search?q=identifying+embe.pdf> (February 22<sup>nd</sup> 2017)

<sup>17</sup>Wagiman Adisutrisno, *Semantic: An Introduction to the Basic Concept*, (Yogyakarta: 2008), p.43

<sup>18</sup>Marcella Frank, *Modern English: a Practical Reference Guide*, (New Jersey: 1972), p.223

<sup>19</sup>Wagiman Adisutrisno, *Op, Cit*, p.43

<sup>20</sup>Marcella Frank, *Op, Cit*, p.220

a. Declarative Sentences (Statements)

In a declarative sentence the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech.

Example: *The child ate his dinner*

b. Interrogative Sentences (Questions)

In an Interrogative sentence the subject and auxiliary are often reversed. The sentence ends with a question mark (or, interrogative point) in writing.

For example: *Did the child eat his dinner?*

c. Imperative sentences (Commands, Requests)

In an imperative sentence, only the predicate is expressed. The simple form of the verb used, regardless of person or tense. The imperative sentence ends with a period in writing and a drop in pitch in speech.

For example: *Eat your dinner*

d. Exclamatory Sentences (Exclamations)

Such sentences begin with an exclamatory phrase consisting of *What* or *How* plus a part of the predicate. The exclamatory phrase is followed by the subject and the balance of the predicate. In writing, the exclamatory sentence ends with an exclamation mark (or, exclamation point).

For example: *What a good dinner that was!*

## 1) Kinds of Sentences

Pardiyono classifies sentences in four classes. They are as follows:

### a) Simple Sentence

Simple sentence is a simple sentence form. It is called simple because this sentence is only composed of one subject and one predicate only.<sup>21</sup> It is supported by Alexander that a simple sentence is a complete unit of meaning which contains a subject and a verb, followed, if necessary, by other words which make up the meaning<sup>22</sup>. So:

- *Made in Germany* is correct English but it is not a sentence because it doesn't have a subject
- *My car was made in Germany* is a complete sentence with a subject and verb
- We can't say e.g. *\*Is tired\** because we need a subject: *He is tired*.
- The subject may be 'hidden'. *Open the door*. Really means *you open the door*.

### b) Compound Sentence

Compound sentence is two simple sentences which made to be one sentence by using a conjunction.<sup>23</sup> In addition, Alexander states that we make a compound sentence when we join two or more simple sentences.<sup>24</sup>

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<sup>21</sup>Pardiyono, *TOEFL Practical Strategy for the Best Score*, (Yogyakarta: 1989), p.48

<sup>22</sup>L. G Alexander, *Longman English Grammar Practice for intermediate students*, (Longman: 1990), p.6

<sup>23</sup>*Ibid*

For instance:

- *Tom phoned. He left a message.*
- *Tom phoned and left a message*

### c) Complex Sentence

Complex sentence consists of two clauses, the position of the main sentence and the others as a sub-clause are merged into one by using a particular conjunction and relative pronoun.<sup>25</sup> It is added by Alexander that in a complex sentence there is one 'main' idea and one or more 'subordinate' ideas.<sup>26</sup> We can take the main idea (or clause) out of the sentences so that it stands on its own:

- *The alarm was raised* is a main clause: it can stand on its own... *as soon as the fire was discovered* cannot stand on its own. It is subordinate to the main clause.

### d) Compound – Complex Sentence

Compound – complex sentence is a sentence form that is a combination of a compound sentence with a complex sentence.<sup>27</sup> Therefore, it can be interpreted that to convey our idea it will use those sentences apply based on the thought of ourselves, simple and compound are sufficient used by many people because it including the easy thought while complex and

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<sup>24</sup>L. G Alexander, *Op, Cit*, p.8

<sup>25</sup>Pardiyoo, *Op, Cit*, p.48

<sup>26</sup>L. G Alexander, *Op, Cit*, p.10

<sup>27</sup>Pardiyono, *Op, Cit*, p.48

compound-complex sentence are insufficient used because it consist of complex rule of the structure.

## 2. Concept of Clause

Harris in Steffani defines a clause contains a subject and predicate (verb plus any complements or modifiers).<sup>28</sup> Azar also has the same definition with Harris. She defines that a clause as a structure that has a subject and a verb.<sup>29</sup> It is supported by Frank's definition that a clause is a full predication that contains a subject and a predicate with a finite verb.<sup>30</sup> It is supported by Murphy's definition that a clause is a part of sentence.<sup>31</sup> Furthermore, a clause can be concluded as the part of sentences but in the same way as a sentence because it consists of subject and a verb.

Pardiyono's clause definition is not quite different from experts above. Pardiyono states that a clause is a clause whose function is to provide information to the objects before, both the subject positions and object positions.<sup>32</sup> From the definition from those experts above, the writer conclude that clause is a structure consists of subject and predicate that has a full predication to provide information to the object before.

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<sup>28</sup>Susan A Steffani, *Op, Cit*, p.45

<sup>29</sup>Betty S. Azar, *English Grammar*, (Longman: Pearson, 2009), p.270

<sup>30</sup>Marcella Frank, *Op, Cit*, p.222

<sup>31</sup>Raymond Murphy, *English Grammar In Use*, (Cambridge: 1985), p.182

<sup>32</sup>Pardiyono, *Op, Cit*, p.60

Frank states two kinds of clauses, the clauses are independent clause and dependent clause.<sup>33</sup>

#### (1) Independent Clause

An independent clause is a full predication that may stand alone as a sentence.<sup>34</sup> Full predications may be joined coordinately by punctuation alone, by coordinate conjunctions or by conjunctive adverbs. The independent clauses can be found in compound sentences.

#### (2) Dependent clause

A dependent clause cannot stand alone although it has a subject and also a predicate.<sup>35</sup> It has a special introductory word that make makes the predication depend on an independent clause. Dependent clause can be found in complex sentence.

There are three types of dependent clause, which are named according to their function in the sentence. They are adverbial clause, adjective clause, and non clause. In this research is to analyze students' adjective clause it will be explained more in the next section.

Thus, clause is not sentence but in a same way it was a sentence if the clause position as an independent clause, it is also fundamental in a sentence which

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<sup>33</sup>Marcella Frank, *Op, Cit*, p.222

<sup>34</sup>*Ibid*

<sup>35</sup>*Ibid*



consist of complex thing, because the function of clause is to provide information to the objects before, both the subject positions and object positions.

## F. Concept of Complex Sentence

Chalker states that a complex sentence contains at least one matrix clause (called the main clause by some grammarians) and at least one subordinate clause.<sup>36</sup> Pardiyo states that complex sentence consist of two clauses, the position of the main sentence and the other as a sub-clause are merged into one by using a particular conjunction and relative pronoun.<sup>37</sup> It is supported by Alexander that in a complex sentence there is one 'main' idea and one or more 'subordinate' ideas.<sup>38</sup> We can take the main idea (or clause) out of the sentences so that it stands on its own. From those definitions, it can be inferred that complex sentences provide the best design for packaging complex thoughts.

In complex sentences, there are three types of dependent clauses that can be found. They are adverbial clause, adjective clause, and noun clause.

### 1. Adverbial Clause

Wishon and Burks state that adverbial is a dependent clause used as an adverb.<sup>39</sup>

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<sup>36</sup>Sylvia Chalker, *A Student's English Grammar*, (China: Linotype Garamond, 1992), p.99

<sup>37</sup>Pardiyo, *Op, Cit*, p.48

<sup>38</sup>L. G Alexander, *Op, Cit*, p.10

<sup>39</sup>George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p.155

a) Position and punctuation of adverbial

Frank states that the adverbial clause has three possible positions. They are initial position, mid position and final position. The adverbial clause adds one mean of variety to a sentence opening, in initial position. When the clause is especially long, commas usually set off an introductory adverb clause. The initial position gives more closely to the preceding sentences. In mid position, commas must set off the adverbial clause, since it acts as an interrupting element. An adverbial clause in mid position helps to vary the rhythm of the sentences. Final position is the most usual place for the adverbial clause. Commas do generally not set off clause of time and place in final position.<sup>40</sup>

Furthermore, adverbial clause is a kind of clause in complex sentence whose function is to identify the adverb, verb in the sentence and the position can place in initial, mid and final position.

2. Adjective Clause

Pratt defines that adjective clause (a familiar type is the relative clause) only function as modifiers.<sup>41</sup> In addition, he states that a subordinate clause may be used not only as a noun but also as an adjective. When a subordinate clause follows and modifies a noun or a pronoun, it is called an adjective clause. The adjective clause is subordinate to a main clause by the form and

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<sup>40</sup>Marcela Frank, *Op, Cit*, p.234

<sup>41</sup>Lorraine Nichols Pratt, *Grammar Step-by-Step*, (Bina Putra Aksara: 1993), p.228

position of the introductory words. The introductory words are classified in two classes. They are relative pronoun and relative adverb.<sup>42</sup>Based on the exolanations from some experts above, the definition of adjective clause can be concluded as a subordinate clause that has two classification they are relative pronoun and relative adverb which function to identify the noun or pronoun.

### 3. Noun Clause

Lester defines that noun clauses are dependent clauses that function as noun phrases. (Dependent clauses have their own subject and verbs, but they are not able to stand alone as complete sentences). Noun clauses, like gerunds and infinitives used as nouns, are singular, and they can always be replaced by third person singular pronoun *it*. A noun clause can function as a subject, an object or a complement in independent clause.<sup>43</sup> A noun clause is a dependent clause that can be used the same ways as a noun or pronoun. A noun clause can be used as a subject, direct object, object of preposition.

Furthermore, it is essential to the structure of the independent clause in which it occurs. In a noun clause, the full subject and predicate are retained, but the structure is changed by the addition of a special introductory word, by a

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<sup>42</sup>*Ibid*

<sup>43</sup>Mark Lester, *English Grammar Drills*, (United States: Hill Companies, 2009), p.91

special word order, or by both. The noun clauses are introduced by the omissible subordinator 'that' or by the wh-word.

## G. Adjective Clause

To know adjective clause is essential because in the English text book, magazines, newspaper and the other frequently use the adjective clause. There are many experts who state the definition of adjective clause. As Wren and Martin said that adjective clause is a group of words which contains a subject and a predicate of sits own, and does the work of an adjective.<sup>44</sup> On the other word, it is also called relative clause. Altenberg, et.al said that a relative clause (adjective clause) is a kind of dependent clause; it provides additional information about a noun phrase in the main clause.<sup>45</sup> In addition, a relative clause is a special kind of subordinate clause whose primary function is a modifier to a noun a nominal.<sup>46</sup> Adjective Clause, like adjectives, are use to describe a noun.

E Wishon states that an adjective clause is a dependent clause used as an adjective; it modifies noun or pronoun. These clauses are introduced by two different kinds of words which always occur just after the noun that the clause

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<sup>44</sup>Wren and Martin, *High School*, p.264

<sup>45</sup>Evelyn P. Altenberg and Robert M. Vago, *English Grammar*, (USA: Cambridge University Press, 2010), p.121

<sup>46</sup>Rodney Huddleston and Geoffrey K. Pullum, *A Students Introduction to English Grammar*, (USA: Cambridge University Press, 2010), p.283

modifies.<sup>47</sup> From the definition explained by the expert above, the writer can take summary that adjective clauses are a group of words that function for explaining a noun or pronoun preceded either describing or giving information whose position is as a subject, object and possessive.

Adjective clause has their own subject and predicate, but their function is to qualify a noun, pronoun or noun equivalent in another clause.<sup>48</sup> Similarly, the adjective clause is also called relative clause used to form one sentence from two separate sentences. The relative pronoun replaces one of two identical nounphrases and relates the clauses to each other.<sup>49</sup> We use relative pronouns to join two statements that refer to the person or thing. Commonly, the relative pronouns that refer to person or thing are *who*, *whom*, *which*, *that* and *whose*. For example:

- I don't like *people who* lose their tempers easily.

From definitions above, the conclusion of adjective clause is a clause which modifies or describes nouns or pronouns as antecedent that uses relative pronouns or relative adverbs as subordinator conjugation describing people and thing whose position as subject, object and possessive.

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<sup>47</sup>George E Wishon and Julia M Burks, *Let's Write..*(Litton Educational: Canada, 1980), p.165

<sup>48</sup>Burton, *Mastering English*, p.94

<sup>49</sup>Danny R. Cryssco, *English Grammar Practice for TOEFL Preparation Test*,(4<sup>th</sup>Ed) (Jakarta: PuspaSwara, 2002), p.174

The adjective clause is subordinate to a main clause by the form and position of the introductory words. The introductory words are classified in two classes. They are relative pronoun and relative adverb.<sup>50</sup>

### a) Relative Pronoun

As relative pronoun, adjective clauses are introduced by four WH words as follow:

#### 1. WHO

‘**Who**’ functions as subject and refers to people. For example:

- “He is the man **who** lives here”

#### 2. WHOM

‘**Whom**’ functions as object of verb and object of preposition. It refers to persons and also things. For example:

- As object of verb: He is the man **whom** I met
- As object of preposition: He is the person to **whom** I helped

#### 3. WHOSE

‘**Whose**’ functions as possessive adjective and refers to persons and also things. For example:

- They are the people **whose** cars were stolen

#### 4. WHICH

‘**Which**’ functions as subject, object of verb, and object of preposition.

It refers to things. For example:

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<sup>50</sup>Marcela Frank, *Op, Cit*, p.275



- As subject: Here are some photos which show my car
- As object of verb: That's the cat which I photographed
- As object of preposition: This is the pan in which I boiled the milk

## 5. THAT

**'That'** functions as subject, object, and refers to person and things.

For example:

As subject: The bird that sings in my garden every morning is mine

As object: The person whom I gave money is my student.<sup>51</sup>

### b) Relative Adverb

As relative adverb, adjective clauses are introduced by three kinds of WH words as follows:

#### 1. WHY

Why refers to reason. After the word reason, 'why' may be interchangeable with 'that' or it may be omitted. For example:

"Give me one good reason why you did that".

( 'why' is used with the noun reason)

#### 2. WHEN

When is used to refers time. For example:

"The day when they arrived".

(when is used to describe a time of something that happened)

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<sup>51</sup>Marcela Frank, *Op. Cit*, p.275

### 3. WHERE

Where is used to refers a place. For example:

“The hotel where they were staying”.<sup>52</sup>

Based on the descriptions above, it can be said there are various types of adjective clause in English. This research focused on investigating in relative pronoun.

#### c) Punctuation of Relative Clause

Wishon and Burk state if a clause is necessary to the meaning of the sentences, it is said to be restrictive (essential) and requires no punctuation.<sup>53</sup> It is restrictive and no commas. The adjective clause only supplies added information and is not essential to the meaning of the sentence. Hence, it is nonrestrictive (nonessential) and must be set off by commas.

Relative clauses are either restrictive (necessary) or nonrestrictive (unnecessary). A restrictive clause is necessary because it identifies its antecedent for reader.<sup>54</sup> Don't use commas with restrictive. We don't put a comma between the noun and a defining relative clause. The absence of comma shows that a restrictive is essential to the meaning of the sentence.

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<sup>52</sup>*Ibid*, p.276

<sup>53</sup>George E. Wishon and Julia M. Burks, *Op, Cit*, p.166

<sup>54</sup>*Ibid*

Defining clauses explain which people, place, things, or ideas; not every one or everything, only what is described in the clauses.

For example:

- “The Professor who teaches my biology class won a Nobel Prize two years ago”

(Which professor won a nobel prize two years ago? The clause who teaches my biology class is necessary to identify the professor).

A nonrestrictive clause is not necessary to identify its antecedent; it merely gives the reader some extra information.<sup>55</sup> Because it can be omitted without losing of meaning, separate it from the rest of the sentence with commas.

For example:

- “Professor Jones, who teaches my biology class, won a nobel prize two years ago”.

(The person who won a Nobel Prize is identified by his name), so the clause *who teaches my biology class* is extra, unnecessary information about Professor Jones. If it were omitted, we should still know which person won the Nobel Prize).

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<sup>55</sup>*Ibid*

## H. An Analysis of Errors in using Relative Pronoun

Here the examples can be happened of errors in using relative pronoun.

### 1. Omission

Omission errors are characterized by the absence of an item that must appear in a well formed. For example: “*She received the gift I sent yesterday*”. The sentence was omitted relative pronoun ‘*whom*’ after morpheme ‘*the gift*’. The correct sentence should be “*She received the gift whom I sent yesterday*”.

### 2. Addition

The type of this error is opposite of omission error. They are characterized by the presence of an item that must not appear in a well-formed utterance. In this research, there is no addition errors that happened in using relative pronoun made by students of twelfth grade of SMAN 8 Bandar Lampung.

### 3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. For example: “*a girl who i givea candy is my sister*”. Relative pronoun ‘*who*’ is not appropriate, because ‘*who*’ is used to describe the position subject of the sentence. The correct sentence should be “*a girl whom i give a candy is my sister*”. Relative pronoun ‘*whom*’ is appropriate, because ‘*whom*’ is used to describe the possition object of the sentence.

#### 4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. For example: “*This is a new bag i bought which in the market*”. The sentence is wrong because there is incorrect placement of relative pronoun ‘*which*’. The correct sentence is “*This is a new bag which i bought in the market*”. The relative pronoun ‘*which*’ must put after morpheme ‘*bag*’.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, descriptive qualitative research is the appropriate way to be used. Qualitative research tend to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.<sup>1</sup>

This research produces descriptive data in form of written words from the subject and its behavior can be observed. In this research focused on description. Schreiber states that descriptive studies simply describe the situation or status of phenomena using numbers to create a picture of a group or individual.<sup>2</sup> In this research, the data were gathered from the students and analyzed in order to draw a conclusion. In other words, simply looked the phenomenon based on the observable data find on relative pronoun by the students.

This research was used eclectic method to distinguish the theories that used to analyze students' errors. The eclectic method is combine various approaches. The eclectic method is mostly used method because every other theory has strength and limitations of its own. In this case, the researchers have more

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<sup>1</sup>James Schreiber and Kimberly Asner-self, *Educational Research*, (New York: John Wiley & Sons, Inc, 2011), p.10

<sup>2</sup>*Ibid*, p.15



flexibility and adaptability to choose best elements according to the need and aim of a research.<sup>3</sup>

In this research, surface strategy taxonomy was used to analyze all of error made by students in using relative pronoun. Surface Strategy Taxonomy is the way surface structures are altered in systematic and specific ways. Students may omit necessary item or add unnecessary ones, they may misform items or misorder them. Furthermore, James classified surface strategy taxonomy into five types: omission, addition, misformation, misordering, and blends.<sup>4</sup> Different with James, Dulay classified errors based on surface strategy taxonomy into four types: omission, addition, misformation, and misordering.<sup>5</sup> Furthermore, in categorizing types of errors using eclectic method-theory between Dulay and James, this research was used Dulays' theory, because theory of Dulay had criteria appropriate to this research.

## B. Data Source

The term data refers to the kinds of information researchers obtain on the subjects of their research.<sup>6</sup> The source of data in this study is all the result sentences of the relative pronoun made by 132 students that consist four classes of twelfth grade of SMAN 8 Bandar Lampung. For more detail see the table:

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<sup>3</sup>Chinta Praveen Kumar, *The Eclectic Method-Theory and Its Application to the Learning of English*, Vol 3, issue 6, ISSN 2250-3153, (Shamshabad: Hyderabad, 2013), p.2

<sup>4</sup>Carl James, *Error in Language Learning and Use*, (New York: Longman, 1998), p.106

<sup>5</sup>Dulay,et.al., *Language Two*, (New York: Oxford University Press, 1982), p.150

<sup>6</sup>Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.105

**Table 1**  
**The Total Number of the Students at the Twelfth Grade of SMAN 8**  
**Bandar Lampung**

NO	CLASS	TOTAL
1	XII IPA 1	32
2	XII IPA 2	34
3	XII IPA 3	32
4	XII IPA 4	34
	<b>TOTAL</b>	<b>132</b>

*Source: The Data of Documentation at the Twelfth Grade of SMAN 8 Bandar Lampung in the Academic Year 2017/2018.*

### C. Population and Sample

Population is the whole subject of the research. Population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.<sup>7</sup> The population of this research were all the sentences in using relative pronoun made by students. A sample is a portion of population that had been chosen because of some reasons or some characteristics that make them become sample. This is emphasized by Schreiber that the sample of participants for the study is part of the population, and all possess some characteristic or characteristics that make them members of the sample group.<sup>8</sup> In this research, all the sentences that contain errors in using relative pronoun were a sample.

This research was used purposive sampling technique. Purposive sampling technique is researcher intentionally select individuals and sites to learn and

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<sup>7</sup>James Schreiber and Kimberly Asner-self, Op. Cit, p. 83

<sup>8</sup>James Schreiber and Kimberly Asner-self, Loc. Cit, p. 10

understand the central phenomenon.<sup>9</sup> It means that the sample was chosen by a reason.

#### **D. Data Collecting Technique**

Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them and gathering information by asking people question or observing their behavior. Creswell create an example in his book, *“an important source for learning about women in superintendent positions is for them to keep a personal journal or diary of their experiences. A researcher asked three women superintendents to keep a diary for 6 months and record their reactions to being a woman in their capacity of conducting official meetings comprised primarily of men.”*<sup>10</sup>

Based on the example in Creswells' book above, it showed that there were three superintendents women whot asked their boss to make a journal or diary of their experience. Hence, in this research, to collect the data the students were asked to make assignment in using relative pronoun.

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<sup>9</sup>John Creswell, *Educational Research*, (4<sup>th</sup> Ed), (New York: Pearson Education, Inc.,2012), p.206

<sup>10</sup>*Ibid*, p.231

### E. Research Instrument

An instrument is a device to get the data.<sup>11</sup> In this case, assignment is an instrument in collecting the data as well to this research. In this research, writing assignment used to know the students' errors and got accurate data of the students in using relative pronoun.

The instruction in doing the task is as follows the steps: first, the students wrote their name in paper then asked them to make sentences that consist of appropriate relative pronoun, finally they must finish it in 45 minutes. The data taken from the students' task that contain errors in using relative pronoun were analyzed by the researcher.

### F. Research Procedure

In conducting the research was used procedure that suggested by Creswell:

1. Formulating the research problem or question or determining the focus of the research.
2. Determining the subject of the research is students at twelfth grade of SMAN 8 Bandar Lampung.
3. The students task

The students were asked to make sentences about relative pronoun.

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<sup>11</sup>Jeremy Harmer, *How to Teach English*, (Englans: Pearson Education Limited, 2007), p.171

#### 4. Collecting the data

The data of students' work through the writing assignment would be collected to analyze into kinds of error by using surface strategy taxonomy.

#### 5. Identifying and Classifying the data

The students' grammatical errors in using relative pronoun were categorized based on surface strategy taxonomy.

#### 6. Evaluating, analyzing and calculating the percentage of the error. The students' errors were analyzed and calculated by using formula.

#### 7. Making the report findings

Furthermore, the researchs' findings were made a report based on the result of this research.

### G. Technique of Data Analysis

Sugiyono states that data analysis is the process of systematically searching and arranging the interview script, field notes, and other material that you accumulate to increase your own standing of them to enable you to present what have to discover to others.<sup>12</sup> According to McCharty, to analyze the data containing the students' errors, the step of data analysis are follows.<sup>13</sup>

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<sup>12</sup>Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta, 2007), p.61

<sup>13</sup>M.McCharty, *Discourse Analysis For Language Teachers*, (New York: Cambridge University Press, 1995), p.25

### 1. Collecting the data from the students' work

To get the data that needed, writing assignment was given to the students with the instruction made sentences that consist of appropriate relative pronoun.

### 2. Identifying the students' errors

To find the error each of the subject making of sentences especially relative pronoun. The code was used to give a sign to the sentences that containing errors (underline mark).

### 3. Classifying the errors

After identifying the data, the errors were classified into kinds of errors based on surface strategy taxonomy.

### 4. Calculating the percentage

Then, after classified the data, the errors were calculated the percentage of each error type. To get the percentage of each type the following formula is used:<sup>14</sup>

$$P = F/N \times 100\%$$

Note:

P= Percentage

F= Frequency of wrong answer

N= Number of Sample

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<sup>14</sup>Annas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p.43

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result**

##### **1. Data Description**

This research was conducted in SMAN 8 Bandar Lampung which is located Jl. Laksamana Malahayati No. 27 South Teluk Betung Bandar Lampung. In this research, the students of the twelfth grade as the data sample to analyze the errors in using relative pronoun.

This school itself was built in 1984. The first name of this school was SMA Persiapan Negeri 2 Bandar Lampung. Then, On March 7<sup>th</sup> 1997 it changed in to SMAN 8 Bandar Lampung. The classes begin at 07.15 AM and finish at 12.45 PM expects Friday begin at 07.15 AM untill 11.30 PM.

There were some rooms at the school, namely headmaster room, teacher room and administration room. This school also had library, computer laboratory and canteen. As sport facility the school was provided with a volley ball court, the court also function as the field flag raising ceremony which was field every Monday morning.

##### **2. Data Analysis**

In doing the research, writing task was used as an instrument to collect the data. The data were gained from students' writing. In collecting the data,



the students' of the twelfth grade of SMAN 8 Bandar Lampung that consist 132 students were asked to make 10 sentences in using relative pronoun.

Furthermore, the data was analyzed based on surface strategy taxonomy, to analyze students' errors followed by Ellis' suggestion. There are:

1. Identifying errors
2. Describing errors
3. Explaining errors
4. Evaluation errors

Nevertheless, 2 stages of them that used to analyze students' errors according to the purpose of this research.

### **1. Identifying of error**

The first step in analyzing learner errors is to identify them. To identify errors, it has to compare the sentences learners produce with what seem to be the normal or 'correct' sentences in the target language which correspond with them.<sup>1</sup> furthermore, the errors made by students were identified by underline the items on students' assignment and correct their errors.

a) For instance it came from the students A, he made errors in sentence.

Then, the sentence was identified by inderline mark, for example '*I read*

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<sup>1</sup>Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press, 1997), p.15-20

a novel who has 1000 pages everyday'. The first thing done is identifying students' errors. At the beginning, identifying with collected and underlined the error items that students wrote. Next, compared and changed the sentences into the correct sentences. For example from students A, revision of the sentence become '*I read a novel which has 1000 pages everyday*'. To be clear, it can be seen (appendix 3)

## 2. Describing error

Once all the errors have been identified, they can be described and classified into types. After identified the students' errors, then described each sentences by giving the label and classified them into kind of error. It means that, after corrected the errors' sentences that students made, then described it by classified it into types. For instance in the error sentences that students A made "*Reni lost a bag who colour is red*" was included misinformation error, because relative pronoun '*who*' was not appropriate to this sentence. Next, "*We whose helped people car broken down*" was included misordering error because incorrect placement of relative pronoun '*whose*'. Then, "*I help someone I saw last night*" was included omission error because omitted relative pronoun '*whom*' after morpheme *someone*. Then, for addition, not found error in addition error in using relative pronoun.

From the result of the describing the error each students, it found that the total errors that students made was 311 items, with misinformation was 198

items, total misordering was 111 items, total omission was 2 items. Then, not found error in addition.

### 3. Types of Students' Errors in Using Relative Pronoun Based on Surface Strategy Taxonomy

#### a. Omission Error

Omission error is characterized by the absence of an item in a well formed utterance. The total number of omission error in students' writing assignment was 2 items. The following data are presented the samples of the errors commit by the students when they using relative pronoun.

- a) I help someone I saw last night
- b) She writes a letter will give for him

The sentence in example (a) above the students omitted a relative pronoun *whom* before the word *someone*. And the sentence (b) also omitted relative pronoun *which* after the word *a letter*. The relative pronoun must appear because it shows connector to describe noun or pronoun as antecedent.

The items above are incorrect form and should be added by items of relative pronoun to make it into well-form. Here is the revised version for missing items in those examples:

- a) I help someone whom I saw last night
- b) She writes a letter that will give for him

#### **b. Addition Errors**

Addition error is characterized by the presence of an item must not appear in a well-formed utterance. Here, not found addition error when they using relative pronoun.

#### **c. Misformation Errors**

Misformation error is characterized by the use of the wrong form of the morpheme or structure. The total number of misformation error in students' writing assignment was 198 items. Here examples of errors in misformation:

- a) I met a man who we met last night
- b) I gave him a cake who i cooked it yesterday
- c) I found a bicycle whose was really old

The sentence in example (a, and b) are wrong use of relative pronoun *who*. The relative pronoun *who* the first sentence should be changed by *whom*. *Who* as functions as subject refers to persons. The relative pronoun *who* in the second sentence should be changed by *whom*. The sentence (c) is used wrong relative pronoun *whose* should be changed *which*.

Here the revisions of misformation errors are as follows:

- a) I met a man whom we met last night
- b) I gave him a cake whom I cooked yesterday
- c) I found a bicycle which was really old

#### d. Misordering Errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. The total number of misordering errors appeared of students' writing assignment were 111 items. To be clear, it can be seen (appendix 3).

The following data are represented as examples of misordering errors made by students.

- a) I like that a flower very beautiful
- b) I know someone handphone whose is so expensive
- c) I hate who someone send me a message

From the example above (a) are wrong placement at the relative pronoun *that*. For the example (b) is the wrong placement relative pronoun *whose*. The last sentence in example (c) is the wrong placement relative pronoun *who*. It will be true if each of them replace their relative pronoun. Here the revisions of the misordering errors are as follows:

The items above are incorrect form and should be changed by the right position to make it into well-form. Here is the revised version for those examples:

- a) I like a flower that very beautiful
- b) I know someone whose handphone is so expensive
- c) I hate someone who send me a message

After classified the errors, having chacked the students' result of writing task. It was found that there were 198 items (63.66%) of misinformation error, 111 items (35.69%) of misordering error, 2 items (0.64%) of omission error. The total number of errors is 311 items. In this case, the highest of the total number of errors is misinformation error by 198 errors appeared in students' writing task with 63.66% percentage out of the 311 total numbers of items, misordering error by 111 errors with 35.69%, omission error by 2 items with 0.64% out of the 311 total numbers of items.

#### 4. **Proportion (Frequency and Percentage) Students' Errors in Using Relative Pronoun**

After obtaining the data from the students' task, then identifying the errors and classifying them based on Surface Strategy Taxonomy. They are: omission, addition, misinformation, and misordering. Furthermore, classifying the types of errors and determined the frequency of them. The total numbers of errors are 311 items.

Based on the result of the research above, the highest error made by the students was misinformation error the following table is the frequency of the students' errors based on the writing task.

**Table 2**  
**The Proportion of Students' Errors in Using Relative Pronoun**

No	Kind of Errors	Frequency	Percentage
1.	Misformation	198 Items	63.66 %
2.	Misordering	111 Items	35.69 %
3.	Omission	2 Items	0.64 %
<b>Total</b>		<b>311 Items</b>	<b>100 %</b>

## 5. Discussion of the Finding

After collecting the data from the students' writing assignment, the errors were identified and classified based on surface strategy taxonomy, they are: omission, addition, misformation, and misordering. After classifying the types of errors, the frequency was determined.

Based on the result of the research, it found that the highest frequency of errors made by the students based on surface strategy taxonomy is misformation error with 198 items and the percentage (63.66%). According to Dulay, misformation errors occur because the learner used the wrong form of the morpheme or structure. The learner supplies something, although it is incorrect.<sup>2</sup> It can be concluded that the students made misformation errors in relative pronoun because they lack of knowledge. In this case, they did not master the use of relative pronoun well. Furthermore, they failed to use the appropriate items of relative pronoun in their sentences, for example *'I talk to someone who car had broken down in front of the shop'*. The sentence is incorrect because relative pronoun *'who'* is not appropriate. Because of that, it can be inferred that most of

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<sup>2</sup>Heidi Dulay, Marina Burt and Stephen Krashen. *Language Two*, (New York: Oxford University Press), p.150



students have lack knowledge and not full understand about the functions of relative pronoun. Nevertheless, they failed to select and use the right item appropriately.

In this research, the students committed many errors not only in misinformation but also misordering errors with 111 items and the percentage (35.69%). As we know that misordering errors are characterized by incorrect placement of morpheme of group of morpheme. In this case, it might be that the students have understood about how to place the morpheme or group of morphemes in their sentence.

Furthermore, from the result of this research also found omission error made by students, the students committed omission errors with 2 items and the percentage (0.64%). As we know that Omission error is characterized by the absence of an item in a well-formed utterance. In this case, the students still face problem in the relative pronoun.

The last, in addition, as we know that addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Here the not found addition errors occurred in students' writing task in using relative pronoun. The errors did not happen in addition error (0%).

Based on the data that have been displayed and discussed previously, the result showed that this kind of errors might be caused by their interlanguage transfer. In this case, the students did not understand about the classification of relative pronoun because in Indonesia there is no difference between the relative

pronoun. All of the relative pronoun mean “*yang*” in Indonesia. While in English, there is a certain rule in using relative pronoun. It showed that the students’ native language (L1) influences their sentence in foreign language. The wrong form that the students made in their relative pronoun causes the wrong meaning and readers confused.

Another possibility that caused by students errors was because of the rules of the target language itself. If in Bahasa Indonesia, we will use relative pronoun “*yang*” we just use one word, but in English we can use relative pronoun *who*, *whom*, *which*, *whose*, and *that* based on the rules. In English, there are some rules of using relative pronoun in the sentence, for example, we use *who* and *whom* when it refers to people only, *which* when it refers to animal, object, and things, *that* when it refers to both for people and things and *whose* used as possessive.

Interference arise because the different between first language and second language. The different system of both of language make learning become difficult and cause of students’ error in language learning. Interference is caused the difficulties in language learning and also caused the error itself.<sup>3</sup> Learners made errors because they assumed that the target language and their native language were similar, while in fact they are different.

Here, there are another example which is caused by interlanguage transfer:<sup>4</sup>

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<sup>3</sup> Henry Guntur Tarigan, *Pengajaran Analysis Kesalahan Berbahasa*, (Bandung: Angkasa), p.26

<sup>4</sup> Douglas H. Brown, *Principle of Language Learning and Teaching*, (Prentice Hall Inc: New Jersey, 1994), p. 171

- We come to a restaurant that only sells fried rice

Here, the students' errors might be caused by the fact that the students still use Indonesia style when they transferred from Indonesia to English. In Indonesia commonly we said "*Kami datang ke restoran hanya menjual nasi goreng*" while in English style "*Hanya*" is placed at the end of the use sentence, the sentence should be: We come to a restaurant that sells fried rice only.

Another caused of students' errors is intralingual transfer. Brown state that intralingual transfer called negative transfer of item within the target language, or put another way, the incorrect generalization of rules within the target language.<sup>5</sup> Below are examples of students' errors which are caused by intralingual transfer:

- Judika, who was one of the most creative artists in rock came from Indonesia

Here, the students made errors because of the rule of the target language itself. In English, there are two kinds of relative clause; they are restrictive and non restrictive clause. Based on the rule of nonrestrictive clause, they needed the usage of comma. Comma is used to separate nonrestrictive clause from the rest of the sentence. In the sentence above, the error is the failure to place comma which is at beginning or at the end of nonrestrictive clause.

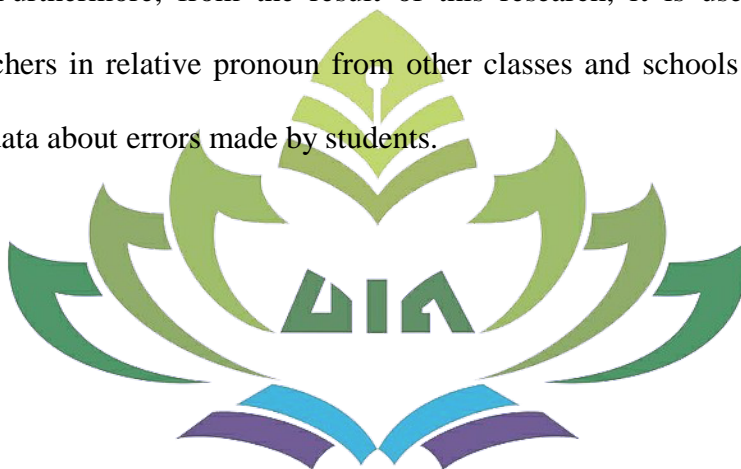
Based on the discussion above, in this case the students confused and did not understand the usage of each relative pronoun and how to use it. The students

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<sup>5</sup>*Ibid*, p.173

did not ask the teacher whenever they got difficulties with their teachers' explanation. Meanwhile, the teacher gave them insufficient explanation about material. The teacher just gives the examples without clarifying the usage of relative pronoun clearly. Furthermore, they also seldom practice how to make good sentence in relative pronoun based on the rule of grammar although they got difficulties in using it.

Furthermore, from the result of this research, it is useful to do further researchers in relative pronoun from other classes and schools to find out more valid data about errors made by students.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The researcher made some conclusion as follows:

1. There are 3 types of errors found in the data. They are: misformation, misordering, and omission.
2. Among 311 errors items, misformation places the highest rank reaching to 198 items (63.66%) followed by 111 items (35.69%) of misordering, and the last followed by 2 items (0.64%) of omission errors.

#### **B. Suggestion**

Based on the findings of this research, some suggestions would be given by the researcher can be cited as follows:

1. The English teacher

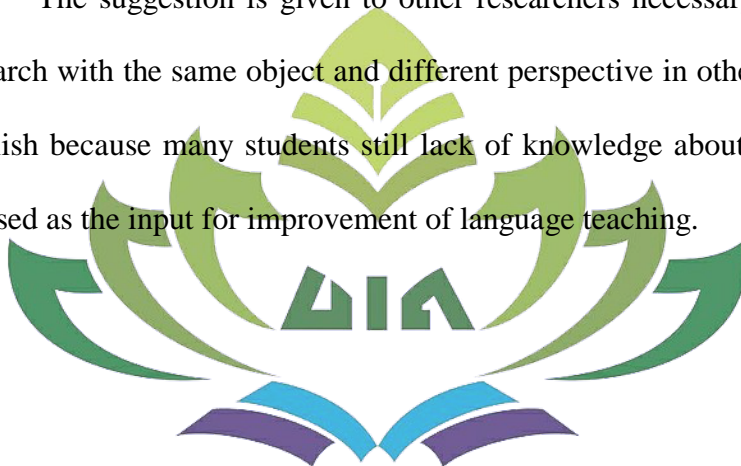
The suggestion is given to English teacher that the teacher should not ignore the students' errors, if it is possible the teacher gives proper correction on them by using appropriate error correction strategy. It is also suggested that the teacher establish a remedial session for teaching 'relative pronoun', retell to the students in detail the function of relative pronoun, because the finding of the research shows that the students were mostly troubled by that items.

## 2. The students

Students should learn and practice more serious in learning English especially relative pronoun, in order to develop their knowledge. They can learn through teachers or friend to improve their knowledge about English especially relative pronoun.

## 3. The other researcher

The suggestion is given to other researchers necessary conduct further research with the same object and different perspective in other grammatical of English because many students still lack of knowledge about grammar. It can be used as the input for improvement of language teaching.



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# APPENDICIES



## Appendix1

### Interview Guideline for the Teacher

The following are the interviewing guidelines in the pre-liminary research :

1. Bagaimana pendapat ibu mengenai materi relative pronoun yang diajarkan di kelas XII? Apakah menurut ibu materi ini mudah dipahami siswa?
2. Apa strategi yang ibu gunakan dalam mengajarkan materi ini?
3. Apakah ibu menemukan kesalahan-kesalahan siswa dalam mengajarkan materi ini?
4. Kesalahan seperti apa yang sering dilakukan siswa dalam menggunakan relative pronoun ini?
5. Dalam penggunaan relative pronoun manakah yang sering sekali siswa melakukan kesalahan? Menurut ibu mengapa itu merupakan yang paling sulit?

## Appendix 2

### The result of the interview for the English Teacher

The followings are the result of the interview for the English teacher in the Preliminary research:

1. Materi *relative pronoun* diajarkan ditingkat SMA, kebetulan saya guru pengampu nya. Kesulitan siswa biasanya siswa itu bingung, yang pertama mungkin mereka tidak tahu maksudnya atau susah menterjemahkan arti dari setiap katanya itu. Yang kedua, mereka kebingungan menggunakan *relative pronoun*nya itu sendiri seperti penggunaan *who, whom, whose, which, dan that*. Mereka biasanya kebingungan meletakkan *relative pronoun* nya itu dibagian apa, biasanya disitu saya menemukan kesalahan siswa.
2. Strategy yang digunakan biasanya dengan membuat sebuah kalimat yang memang biasa digunakan dalam kegiatan sehari-hari, supaya mereka bisa membedakan yang mana penggunaan untuk orang, yang mana penggunaan untuk benda dan kedudukannya, misalkan *relative pronouns* sebagai *subject, object, atau possessive*. Sebisa mungkin kalimatnya itu dibuat mudah supaya mereka cepat paham. Membuat kalimat yang langsung dipraktikkan. Contoh: buku yang berwarna hijau diatas meja.
3. Pastinya banyak, misalkan penggunaan *relative pronoun* nya itu sendiri. Misalnya didalam kalimat itu yang minta diubah untuk kata ganti orang

sebagai *subject* “*who*” kadang mereka menggunakan yang lain, tidak menggunakan *who* tetapi mereka menggunakan *which*. Salahnya disitu penempatan sebagai *relative pronoun* sebagai *subject*, *object*, atau *possessive*.

4. Biasanya seperti itu tadi, mereka salah menempatkan yang seharusnya sebagai pengganti *subject*, *object* atau *possessive*. Jadi tertukar-tukar biasanya seperti itu, salah penempatan. Jadi kalimat *relative pronoun* itu sendiri sebenarnya siswa harus tahu dulu mana yang induk kalimat, mana yang anak kalimat. Mereka bisa menempatkan sebagai pengganti *subject*, *object* atau *possessive*.
5. Yang sering yaitu *whose* yang sebagai kata ganti *possessive*, itu kan kata ganti kepemilikan. Siswa biasanya banyak melakukan kesalahan jadi ini berhubungan dengan materi yang tentang kepemilikan. Jadi dalam kalimat itu harus dijelaskan dengan detail seperti misalkan pada kalimat *Andi's book* artinya buku milik andi, pasti dalam *relative pronoun* diganti *whose*.

## Appendix 2

### The result of the interview for the English Teacher

The followings are the result of the interview for the English teacher in the Preliminary research:

1. Materi *relative pronoun* diajarkan ditingkat SMA, kebetulan saya guru pengampu nya. Kesulitan siswa biasanya siswa itu bingung, yang pertama mungkin mereka tidak tahu maksudnya atau susah menterjemahkan arti dari setiap katanya itu. Yang kedua, mereka kebingungan menggunakan *relative pronoun*nya itu sendiri seperti penggunaan *who, whom, whose, which, dan that*. Mereka biasanya kebingungan meletakkan *relative pronoun* nya itu dibagian apa, biasanya disitu saya menemukan kesalahan siswa.
2. Strategy yang digunakan biasanya dengan membuat sebuah kalimat yang memang biasa digunakan dalam kegiatan sehari-hari, supaya mereka bisa membedakan yang mana penggunaan untuk orang, yang mana penggunaan untuk benda dan kedudukannya, misalkan *relative pronouns* sebagai *subject, object, atau possessive*. Sebisa mungkin kalimatnya itu dibuat mudah supaya mereka cepat paham. Membuat kalimat yang langsung dipraktikkan. Contoh: buku yang berwarna hijau diatas meja.
3. Pastinya banyak, misalkan penggunaan *relative pronoun* nya itu sendiri. Misalnya didalam kalimat itu yang minta diubah untuk kata ganti orang

sebagai *subject* “*who*” kadang mereka menggunakan yang lain, tidak menggunakan *who* tetapi mereka menggunakan *which*. Salahnya disitu penempatan sebagai *relative pronoun* sebagai *subject*, *object*, atau *possessive*.

4. Biasanya seperti itu tadi, mereka salah menempatkan yang seharusnya sebagai pengganti *subject*, *object* atau *possessive*. Jadi tertukar-tukar biasanya seperti itu, salah penempatan. Jadi kalimat *relative pronoun* itu sendiri sebenarnya siswa harus tahu dulu mana yang induk kalimat, mana yang anak kalimat. Mereka bisa menempatkan sebagai pengganti *subject*, *object* atau *possessive*.
5. Yang sering yaitu *whose* yang sebagai kata ganti *possessive*, itu kan kata ganti kepemilikan. Siswa biasanya banyak melakukan kesalahan jadi ini berhubungan dengan materi yang tentang kepemilikan. Jadi dalam kalimat itu harus dijelaskan dengan detail seperti misalkan pada kalimat *Andi's book* artinya buku milik andi, pasti dalam *relative pronoun* diganti *whose*.



### Appendix 3

**Table. 3 The Correction of Students' Errors in Using Relative Pronoun**

No	The Students' Error	Correction	Errors Types
1	We whose helped people car broken down.	We helped people whose car broken down.	Mo
2	Ratna teaches English who in Senior High School 8 Bandar Lampung visited me yesterday	Ratna who teaches English in Senior High School 8 Bandar Lampung visited me yesterday	Mo
3	I read a novel who has 1000 page everyday.	I read a novel which has 1000 pages everyday.	Mf
4	He is a young man whose went to cinema yesterday.	He is a young man who went to cinema yesterday.	Mf
5	Reni is a woman whom live in Bandar Lampung	Reni is a woman who lives in Bandar Lampung.	Mf
6	Reni which lost a bag is mrs. Irfan.	Reni who lost a bag is mrs. Irfan.	Mf
7	I know someone handphone whose is so expensive.	I know someone whose handphone is so expensive.	Mo
8	A woman which car is pajero works as an English teacher.	A woman whose car is pajero works as an English teacher.	Mf
9	A boy i met last month who is my little brother.	A boy who i met last month is my little brother.	Mo
10	My sister whom teaches English is a English teacher.	My sister who teaches English is an English teacher.	Mf
11	A man who we met last night was not friendly	A man whom we met last night was not friendly.	Mf
12	A song we sing last night that is not very good.	A song that we sing last night is not very good.	Mo

13	That person who i gave phone number is my friend.	The person whom i gave phone number is my friend.	Mf
14	A woman laptop whose is black is my sister.	A woman whose laptop is black is my sister.	Mo
15	Everyone which first name is denada is called by principle.	Everyone whose first name is Denada is called by principle.	Mf
16	Rina love her new blonde hair who shines everyday.	Rina love her new blonde hair which shines everyday.	Mf
17	I came to the place whom you just mentioned.	I came to the place which you just mentioned.	Mf
18	The police whose I gave a cake is my neighbour.	The police whom I gave a cake is my neighbour.	Mo
19	He whose helped people bycycle broke down.	He helped people whose bycycle broke down.	Mo
20	I hate who someone send me a message.	I hate someone who send me a message.	Mo
21	I saw which a dog ate the cake.	I saw a dog which ate the cake.	Mo
22	That's the magazine whom i got yesterday.	That's the magazine which i got yesterday.	Mf
23	Mr. Parmin whom work at SMAN 8 is my teacher English.	Mr. Parmin who works at SMAN 8 is my English teacher.	Mf
24	The student who i met yesterday receive exellent marks .	The student whom i met yesterday receive excellent marks.	Mf
25	The car whose i bought last month has bad engine.	The car which i bought last month has bad engine.	Mf
26	Yesterday i found a bicycle whose was really old.	Yesterday i found a bicycle which was really old.	Mf
27	I looked someone whom lent me money.	I looked someone who lent me money	Mf
28	Can i talk to a girl whom is sitting	Can i talk to a girl who is sitting	Mf

	on the bench.	on the bench.	
29	I talk to someone who car had broken down in front of the shop.	I talk to someone whose car had broken down in front of the shop.	Mf
30	A boy which give us a cake is her boyfriend.	A boy who gives us a cake is her boyfriend.	Mf
31	I love a cat i bought that five years ago	I love a cat that i bought five years ago	Mo
32	The teacher bike was stolen whose is my sister.	The teacher whose bike was stolen is my sister.	Mo
33	That photo reminder is of someone whose very important for me .	That photo is reminder of someone who very important for me.	Mf
34	I saw a dog who ate the cake.	I saw a dog that ate the cake.	Mf
35	Children whom shouted in the street are not from our school.	Children who shouted in the street are not from our school.	Mf
36	The student i met whom yesterday received excellent marks.	The student whom i met yesterday received excellent marks.	Mo
37	Yesterday i find that a car was really old.	Yesterday i found a car that was really old.	Mo
38	Tell me about people which visited him.	Tell me about people who visited him.	Mf
39	The school is far from here which we will visit.	The school which we will visit is far from here.	Mo
40	The bag whose was bought by my mother two ago years has broken.	The bag which was bought by my mother two years ago has broken.	Mf
41	We is watching television program whose is very interesting.	We are watching television whose program is very interesting.	Mo
42	A man whom speaks Englis very	A man who speaks English very	Mf

	fluently is my brother.	fluently is my brother.	
43	Everyone whom gave me the book is my best friend.	Everyone who gave me the book is my best friend.	Mf
44	Irwan is the one who i'm waiting.	Irwan whom is the one i'm waiting.	Mf
45	A girl which hair is long is Sri.	A girl whose hair is long is Sri.	Mf
46	This is a girl whom come from Spain.	This is a girl who come from Spain.	Mf
47	Tell me about whom people you visited when you live in Oxford.	Tell me about people whom you visited when you live in Oxford.	Mo
48	I apologized to a man which coffee i spoiled.	I apologized to a man whose coffee i spoiled.	Mf
49	Mira who cell phone was stolen called the police.	Mira whose cell phone was stolen called the police.	Mf
50	I made friend with a girl which name is Sarah.	I made friend with a girl whose name is Sarah.	Mf
51	I meet a cat charming whose scream when it feel hungry.	I meet a charming cat which scream when it feel hungry.	Mf
52	Jhon is whom a man we are going to recommended for the job.	Jhon is a man whom we are going to recommended for the job.	Mo
53	I know a girl which i met last night.	I know a girl whom i met last night.	Mf
54	Diana who i gave ring is my friend old.	Diana whom i gave ring is my old friend.	Mf
55	That music who diana listened to recently was good.	That music whom diana listened to recently was good.	Mf
56	He is the accountant whom does my account.	He is the accountant who does my account.	Mf
57	They is a workmen which repaired our roof.	They is a workmen who repaired our roof.	Mf

58	The student phone just rang whose should stand up.	The student whose phone just rang should stand up.	Mo
59	They are the postcard i sent that from Jakarta.	They are the postcard that i sent from Jakarta.	Mo
60	The book whose describe about behaviour of animal is expensive.	The book which describe about behaviour of animal is expensive.	Mf
61	A boy which you met is my boy.	A boy whom you met is my boy.	Mf
62	I have finished that all those work quite spent much my time.	I have finished all those work that quite spent much my time.	Mo
63	The students whom sit in the front now are from Japan.	The students who sit in the front now are from Japan.	Mf
64	Children whom adopted by my aunt is from different three countries.	Children who adopted by my aunt is from different three countries.	Mf
65	Diana who Jack tried to make a friend is a pretty girl.	Diana whom Jack tried to make a friend is a pretty girl.	Mf
66	A man who susi brought to the party is studying over there.	A man whom susi brought to the party is studying over there.	Mf
67	Devi know a nurse which has a car is colour yellow.	Devi know a nurse who has a car is colour yellow.	Mf
68	The English teacher which name is Dadang is handsome boy.	The English teacher whose name is Dadang is handsome boy.	Mf
69	I watch a korean drama whose was so interesting.	I watch a korean drama which was so interesting.	Mf
70	He is my uncle whom is a teacher.	He is my uncle who is a teacher.	Mf
71	They are student which won the games.	They are students who won the games.	Mf
72	They visit their friends which got an accident yesterday.	They visit their friends who got an accident yesterday.	Mf
73	The students understand the	The students that understand the	Mo

	lesson that are clever.	lesson are clever.	
74	I visit him whose we bring some fruits.	I visit him whom we bring some fruits.	Mf
75	A girl whose is sitting under the tree is beautiful.	A girl who is sitting under the tree is beautiful.	Mf
76	A girl love you so much who is me.	A girl who love you so much is me.	Mo
77	A person whom always teach me something is my teacher.	A person who always teach me something is my teacher.	Mf
78	I like people attitudes whose is good.	I like people whose attitudes is good.	Mo
79	A film who i watch is comedy.	A film whom i watch is comedy.	Mf
80	The flower i water which is rose.	The flower which i water is rose.	Mo
81	Father got angry with him broke that the window.	Father got angry with him that broke the window.	Mo
82	Jhon found a cat which leg was broken.	Jhon found a cat whose leg was broken	Mf
83	The person whom bake a cake for me is my good friend .	The person who bake a cake for me is my good friend.	Mf
84	Both the cars are in the garage that are new.	Both the cars that are in the garage are new.	Mo
85	This Mr Joi who you met last year.	This is Mr Joi whom you met last year.	Mf
86	A grand mother whom helped me is my friend's mother.	A grand mother who helped me is my friend's mother.	Mf
87	A cat i bought that five year ago.	A cat that i bought five years ago.	Mo
88	I came to the place whose you just mentioned.	I came to the place which you just mentioned.	Mf
89	A book which white colour is my book.	A book whose white colour is my book.	Mf

90	They hired a man whom we invited last week.	They hired a man who we invited last week.	Mf
91	I will give you a gift who i buy in the market	I will give you a gift whom i buy in the market	Mf
92	A man always there who for me is my daddy.	A man who always there for me is my daddy.	Mo
93	She is my grand mother who house near to the river.	She is my grand mother whose house near to the river.	Mf
94	I lost a book whom i borrowed from she.	I lost a book which i borrowed from her.	Mf
95	That is a man who we met yesterday.	That is a man whom we met yesterday.	Mf
96	A police car is blue whose is my father.	A police whose car is blue is my father.	Mo
97	Santi is a girl whom always wait you.	Santi is a girl who always wait you.	Mf
98	I look a man whom borrowed me money.	I look a man who borrowed me money.	Mf
99	You have whose a cat fur is white.	You have a cat whose fur is white.	Mo
100	He has a new girl friend whom works in a garage.	He has a new girl friend who works in a garage.	Mf
101	The cat runs that fast is mine.	The cat that runs fast is mine.	Mo
102	A bird who sings in my garden every morning is Robin.	A bird which sings in my garden every morning is Robin.	Mf
103	The bag whose is good looking is my cousins' bag.	The bag which is good looking is my cousins' bag.	Mf
104	A woman which car i want to buy is my old friend.	A woman whose car i want to buy is my old friend.	Mf
105	A man is reading a book that is	A man that is reading a book is mr	Mo



	mr wiliam.	wiliam.	
106	We know a lot of people which live in Canada.	We know a lot of people who live in Canada.	Mf
107	A guitar who you buy is very cheap.	A guitar which you buy is very cheap.	Mf
108	A car whose you drive is very fast.	A car which you drive is very fast.	Mf
109	A woman you saw whom last night is my sister.	A woman whom you saw last night is my sister.	Mo
110	Rani which father was hospitalized last night is absent today.	Rani whose father was hospitalized last night is absent today.	Mf
111	Alice whom mother has died is alone now.	Alice whose mother has died is alone now.	Mf
112	Alan received who scholarship has moved to German.	Alan who received scholarship has moved to German.	Mo
113	A girl charies lent the magazine whom is very pretty.	A girl whom charies lent the magazine is very pretty.	Mo
114	My student father whose is a principle always come late school.	My student whose father is a principle always come late school.	Mo
115	They drink a cup coffee whose very sweet.	They drink a cup of coffee which very sweet.	Mf
116	Jane is a woman whom is going to China next year.	Jane is a woman who is going to China next year.	Mf
117	The Juries whose are still debating performance was the best	The Juries are still debating whose performance was the best.	Mo
118	Diana is a girl whom always miss me.	Diana is a girl who always miss me.	Mf

119	A coffe taste is sweet whose is my.	A coffe whose taste is sweet is mine.	Mo
120	A tea taste is sweet whose is yours.	A tea whose taste is sweet is yours.	Mo
121	A man whom writes a letter for me is my father.	A man who writes a letter for me is my father.	Mf
122	This morning i met siska whom met me last year.	This morning i met siska who met me last year.	Mf
123	I met a man which sister knows you.	I met a man whose sister knows you.	Mf
124	I know a man which car was parked in front of your house.	I know a man whose car was parked in front of your house.	Mf
125	The person bake that a cake for me is my good friend.	The person that bake a cake for me is my good friend.	Mo
126	We are studying sentences whose contain adjective clauses.	We are studying sentences which contain adjective clauses.	Mf
127	The movie whose we saw last wek was not very good.	The movie which we saw last week was not very good.	Mf
128	Clara will come in here who tonight is my girlfriend.	Clara who will come here tonight is my girlfriend.	Mo
129	He is a writer which book you are reading.	He is a writer whose book you are reading.	Mf
130	We are that waiting for a bus goes to Bandung.	We are waiting for a bus that goes to Bandung.	Mo
131	I like this bag whose very expensive.	I like this bag which very expensive.	Mf
132	The book were on sale last week which have been sold out.	The book which were on sale last week have been sold out.	Mo
133	I like a man give me who money.	I like a man who give me money.	Mo
134	A girl bag was stolen whose went	A girl whose bag was stolen went	Mo

	to the police station.	to the police station.	
135	Lina will fix the problem who you made.	Lina will fix the problem whom you made.	Mf
136	He is a police man help me who in the street.	He is a police man who help me in the street.	Mo
137	The book whose you read is thick	The book which you read is thick	Mf
138	She is a writer which book sold out.	She is a writer whose book sold out.	Mf
139	I know a man who father is a teacher.	I know a man whose father is a teacher.	Mf
140	A man whose writes a letter for me is my father.	A man who writes a letter for me is my father.	Mf
141	The car hit me that yesterday was broken.	The car that hit me yesterday was broken.	Mo
142	A photo you gave me which twenty five years ago still look good in my album photo.	A photo which you gave me twenty five years ago still look good in my album photo.	Mo
143	I hate a man whom is sleeping in the bedroom.	I hate a man who is sleeping in the bedroom.	Mf
144	A child who his mother is a doctor get good score	A child whose mother is a doctor get good score	Mf
145	The person whom phone me last night is my father.	The person who phone me last night is my father.	Mf
146	The books who describe about behaviour is animal of expensive.	The books which describe about behaviour is animal of expensive.	Mf
147	Mr. Parmin who I like very much is my teacher English.	Mr. Parmin whom I like very much is my English teacher.	Mf
148	Hands up everyone whom would like drink.	Hands up everyone who would like drink.	Mf
149	I talk to a girl which car had	I talk to a girl whose car had	Mf

	broken down in front of the shop.	broken down in front of the shop.	
150	The car runs fast which is my car.	The car which runs fast is my car.	Mo
151	I met someone watched movie 2 weeks ago who in bioskop.	I met someone who watched movie 2 weeks ago in bioskop.	Mo
152	The person cook that a noodle for me is beautiful.	The person that cook a noodle for me is beautiful.	Mo
153	I meet a man whom broke my heart.	I meet a man who broke my heart.	Mf
154	He whose has a new car colour is black	He has a new car whose colour is black.	Mo
155	She have whose a rabbit fur is white.	She has a rabbit whose fur is white.	Mo
156	That car runs that fast is mine.	That car that runs fast is mine.	Mo
157	Ana found a pencil who i saw last night.	Ana found a pencil which i saw last night.	Mf
158	Ike will go there who is my close friend.	Ike who will go there is my close friend.	Mo
159	Pidi Baiq is the author which title of book is human.	Pidi Baiq is the author whose title of book is human.	Mf
160	I'm that waiting for someone goes to Bandung.	I'm waiting for someone that goes to Bandung.	Mo
161	I like this photo whose very nice.	I like this photo which very nice.	Mf
162	A man is naughty who is Herman	A man who is naughty is Herman	Mo
163	She writes a letter will give for him	She writes a letter who will give for him	Om
164	He will call whose a boy father is a lecturer.	He will call a boy whose father is a lecturer.	Mo
165	He will not call whose a boy father is a lecturer.	He will not call a boy whose father is a lecturer.	Mo
166	A girl is clever who is a doctor.	A girl who is clever is a doctor.	Mo

167	The book she buy which is not very expensive.	The book which she buy is not very expensive.	Mo
168	She like whose a man skin is white.	She likes a man whose skin is white.	Mo
169	I look a garden flowers whose is red.	I look a garden whose flowers is red.	Mo
170	Pizza most people love which is not very healthy.	Pizza which most people love is not very healthy	Mo
171	A boy is very clever who is not a scout.	A boy who is very clever is not a scout.	Mo
172	A girl whom work very hard is my sister.	A girl who works very hard is my sister.	Mf
173	I didn't meet a boy you told whom me before.	I didn't meet a boy whom you told me before.	Mo
174	A car whose my father buy is the best one.	A car which my father buy is the best one.	Mf
175	A boy which hair is long can run fast.	A boy whose hair is long can run fast.	Mf
176	A boy which hair is not long can run fast.	A boy whose hair is not long can run fast	Mf
177	The book you gave me which two years ago put in library.	The book which you gave me two years ago put in the library.	Mo
178	A girl i like whom is eating in the restaurant.	A girl whom i like is eating in the restaurant.	Mo
179	This is a new bag gave that by father.	This is a new bag that gave by father.	Mo
180	A boy won the prize who is one of my students in University.	A boy who won the prize is one of my students in University.	Mo
181	This is my husband whom always cook noodle for me every	This is my husband who who always cook noodle for me every	Mf

	morning.	morning.	
182	A man who i met last night is my little brother.	A man whom i met last night is my little brother.	Mf
183	A man which car is antique works as a lecturer.	A man whose car is antique works as a lecturer.	Mf
184	The teachers always give us motivation who is go America today.	The teachers who always give us motivation is going to America today.	Mo
185	She eat a food who i will buy in the market tomorrow.	She eats a food whom i will buy in the market tomorrow.	Mf
186	I like that a flower very beautiful.	I like a flower that very beautiful.	Mo
187	A girl who hair is long Nanda	A girl whose hair is long is Nanda	Mf
188	I know the girl who you met last night.	I know the girl whom you met last night.	Mf
189	That girl whom helped me is a teacher.	That girl who helped me is a teacher.	Mf
190	The car which reds colour is my car	The car whose red colour is my car	Mf
191	I know a girl who i bought flower yesterday.	I know a girl whom i bought flower yesterday.	Mf
192	A boy whom is singing on stage is my boyfriend.	A boy who is singing on stage is my boyfriend.	Mf
193	A girl whom is playing doll is my sister little.	A girl who is playing doll is my little sister.	Mf
194	A man which house you bought go will abroad.	A man whose house you bought will go abroad.	Mf
195	she love a child which is watching tv.	she love a child who is watching tv.	Mf
196	A man whom drives red car is my uncle.	A man who drives red car is my uncle.	Mf

197	My sister whom teaches English is a English teacher	My sister who teaches English is a English teacher	Mf
198	A man who i hate is sleeping in the bedroom.	A man whom i hate is sleeping in the bedroom.	Mf
199	A man whom lives next door is friendly.	A man who lives next door is friendly.	Mf
200	The man whom bake a cake for me is good friend.	The man who bake a cake for me is good friend.	Mf
201	I like justin whom helped me last year.	I like justin who helped me last year.	Mf
202	My mother is a doctor whose you phone just heard.	My mother is a doctor whom you phone just heard.	Mf
203	I learn which material deeply is about adjective clause.	I learn material deeply which is about adjective clause.	Mo
204	I love that film whose little is dream high	I love that film which little is dream high	Mf
205	We are that studying sentences contain adjective clause.	We are studying sentences that contain adjective clause.	Mo
206	The teacher who i hate gives us many homework everyday	The teacher whom i hate give us many homework everyday	Mf
207	The cat whom i adopt has run away.	The cat which i adopted has run away.	Mf
208	Mr. Herman whom always come here has two son.	Mr. Herman who always come here has two son.	Mf
209	A boy who i gave the book is the best student.	A boy whom i gave the book is the best student.	Mf
210	A man who we asked about big problem last night was not kind.	A man whom we asked about big problem last night was not kind.	Mf
211	A man whom wrote about the explosion was a eyewitness.	A man who wrote about the explosion was a eyewitness.	Mf



212	My mother whom teach everyday is a English teacher.	My mother who teaches everyday is a English teacher.	Mf
213	The book whose is on the table is mine.	The book which is on the table is mine.	Mf
214	Hanif is a student which always get good score.	Hanif is a student who always gets good score.	Mf
215	Alonso won who a champion league with Real Madrid last year has moved to Bayern Muenchen	Alonso who won a champion league with Real Madrid last year has moved to Bayern Muenchen	Mo
216	The country which flag is red and white is Indonesia.	The country whose flag is red and white is Indonesia	Mf
217	I know a girl is that a police woman	I know a girl that is a police woman	Mo
218	Mr brian Jack whom everyone likes become the head teacher in Oxford University.	Mr brian Jack who everyone likes become the head teacher in Oxford University.	Mf
219	The teacher whose is looking me is the best teacher.	The teacher who is looking me is the best teacher.	Mf
220	My car i buy yesterday which is very expensive.	My car which i bought yesterday is very expensive.	Mo
221	We are watching movie whose has happy ending.	We are watching movie which has happy ending.	Mf
222	A man whom wears the green shirt is talking with his wife of the phone.	A man who wears the green shirt is talking with his wife of the phone.	Mf
223	He which have studied hard is confident with him exam result.	He who have studied hard is confident with him exam result.	Mf
224	Lucy which dog lost in the garden is crying right now.	Lucy whose dog lost in the garden is crying right now.	Mf

225	A big house who you buy is expensive.	A big house whom you buy is expensive.	Mf
226	I help someone I saw last night	I help someone whom I saw last night	Om
227	This is my wife whom cook friedrice for me every morning.	This is my wife who cook friedrice for me every morning.	Mf
228	We who know a lot of people live in London.	We know a lot of people who live in London.	Mo
229	I who thanked a woman helped me.	I thanked a woman who helped me.	Mo
230	I saw a man closed that the door.	I saw a man that closed the door.	Mo
231	A girl won the race that is happy	A girl that won the race is happy	Mo
232	The people we met at the party whom is very friendly.	The people whom we met at the party is very friendly.	Mo
233	I met whose a woman husband is a famous lawyer.	I met a woman whose husband is a famous lawyer.	Mo
234	A man bicycle whose was stolen was very angry.	A man whose bicycle was stolen was very angry.	Mo
235	The students sits next to me who is from China.	The student who sit next to me is from China.	Mo
236	A woman i met yesterday that was nice.	A woman that i met yesterday was nice.	Mo
237	I called a woman gave me who information.	I called a woman who gave me information.	Mo
238	The people i will visit whom live in Jl.Malahayati Teluk Betung.	The people whom i will visit live on Jl.Malahayati Teluk Betung.	Mo
239	The book whose i bought at the bookstore is very expensive.	The book which i bought at the bookstore was very expensive.	Mf
240	I apologize whose to a woman coffe i spoiled.	I apologized to a woman whose coffee i spoiled.	Mo

241	I met a woman husband is the president whose of the corporation.	I met a woman whose husband is the president of the corporation.	Mo
242	I know a man name is whose rafi galsa.	I know a man whose name is rafi galsa.	Mo
243	She is a student her book whose i found.	She is a student whose book i found.	Mo
244	I met a girl study who in SMAN 8 Bandar Lampung.	I met a girl who study in SMAN 8 Bandar Lampung.	Mo
245	Bhella is someone live who in Bandar lampung.	Bhella is someone who live in Bandar lampung.	Mo
246	The student come to class who late is riki.	The student who come to class late is riki.	Mo
247	I that find a key lost yesterday.	I found a key that lost yesterday.	Mo
248	Mr.doni native language is not English whose teaches a class for student.	Mr.doni whose native language is not English teaches a class for students.	Mo
249	The students which name is called raised their hands.	The students whose name were called raised their hands.	Mf
250	Mr.doni native language is not English whose teaches a class for student.	Mr.doni whose native language is not English teaches a class for students.	Mo
251	I read a book author whose is ayu utami.	I read a book whose author is ayu utami.	Mo
252	The student come to class who late is Aldi.	The student who come to class late is Aldi.	Mo
253	I must thank who the people give me a present.	I must thank to the people who give me a present.	Mo
254	The students which name is called raised their hands.	The students whose name were called raised their hands.	Mf

255	I saw a man closed that the door.	I saw a man that closed the door.	Mo
256	A man bicycle whose was stolen was very angry.	A man whose bicycle was stolen was very angry.	Mo
257	I love a man whom make me smile	I love a man who make me smile	Mf
258	A laptop who I bought five years ago still work properly	A laptop that I bought five years ago still work properly	Mf
259	Kiki whom got injured cannot join in the football competition	Kiki who got injured cannot join in the football competition	Mf
260	The furniture whose you buy will be sent to your home	The furniture which you buy will be sent to your home	Mf
261	It is a car whose I have dreamed for many years ago	It is a car which I have dreamed for many years ago	Mf
262	A bowl of noodle whom you cook is very delicious.	A bowl of noodle that you cook is very delicious	Mf
263	A thief which jacket is blue is Dino	A thief whose jacket is blue is Dino	Mf
264	I want to meet a kid whom wins the speech competition	I want to meet a kid who wins the speech competition	Mf
265	A mobile phone who attracted me was foreign brand	A mobile phone that attracted me was foreign brand	Mf
267	Over there whom is a woman i met.	Over there is a woman whom i met.	Mo
268	The people i will visit whom live in Jl.Malahayati Teluk Betung.	The people whom i will visit live on Jl.Malahayati Teluk Betung.	Mo
269	The students which name is called raised their hands.	The students whose name is called raised their hands.	Mf
270	The people we met at the party whom is very friendly.	The people whom we met at the party is very friendly.	Mo
271	I met a man whom is kind to	I met a man who is kind to	Mf

	everybody	everybody	
272	I will cook a food whose you ate yesterday	I will cook a food which you ate yesterday	Mf
273	A boy whom get accident in hospital now	A boy who get accident in hospital now	Mf
274	A woman whom is eating burger lives near my house	A woman who is eating burger lives near my house	Mf
275	The person whom draw the winning number hits the jackpot	The person who draws the winning number hits the jackpot	Mf
276	The person called me who last night is my best friend	The person who called me last night is my best friend	Mo
277	I love a man whom make me smile	I love a man who make me smile	Mf
278	A girl won the race that is happy	A girl that won the race is happy	Mo
279	Jhon is whom a man we are going to recommended for the job	Jhon is a man whom we are going to recommended for the job.	Mo
280	Tiara which is very kind is my friend	Tiara who is very kind is my friend	Mf
281	My uncle which child you just met is a doctor	My uncle whose child you just met is a doctor	Mf
282	A boy who i gave the book is the best student.	A boy whom i gave the book is the best student.	Mf
283	A girl whom work very hard is my sister.	A girl who works very hard is my sister.	Mf
284	The teachers always give us motivation who is go America today.	The teachers who always give us motivation is going America today.	Mo
285	I visit him whose we bring some fruits.	I visit him whom we bring some fruits.	Mf
286	He whose has a new car colour is	He has a new car whose colour is	Mo

	black	black	
287	They are student which won the games	They are student who won the games	Mf
288	I hate a man whom is sleeping in the bedroom.	I hate a man who is sleeping in the bedroom.	Mf
289	I called a woman gave me who information.	I called a woman who gave me information.	Mo
290	She like whose a man skin is white.	She likes a man whose skin is white.	Mo
291	I like people attitudes whose is good.	I like people whose attitudes is good.	Mo
292	I hate a man whom is sleeping in the bedroom.	I hate a man who is sleeping in the bedroom.	Mf
293	I met whose a woman husband is a famous lawyer.	I met a woman whose husband is a famous lawyer.	Mo
294	I met the woman husband is the president whose of the corporation	I met the woman whose husband is the president of the corporation	Mo
295	I met a girl study who in SMAN 8 Bandar Lampung	I met a girl who study in SMAN 8 Bandar Lampung	Mo
296	Klara will come here who tomorrow is my girlfriend	Klara who will come here tomorrow is my girlfriend	Mo
297	We are that waiting for the bus goes to Bandung	We are waiting for the bus that goes to Bandung	Mo
298	i like a girl whom is eating in the restaurant	i like a girl who is eating in the restaurant	Mf
299	I like that a flower very beautiful	I like a flower that very beautiful	Mo
300	I called a woman gave me who information.	I called a woman who gave me information.	Mo
301	A man whose writes a letter for	A man who writes a letter for me	Mf

	me is my father	is my father	
302	Reni whom lives in Bandar Lampung is my friend old	Reni who lives in Bandar Lampung is my old friend	Mf
303	A person whom always teach me something is my teacher.	A person who always teach me something is my teacher.	Mf
304	I knows the girl who i bought flowers yesterday	I know the girl whom i bought flowers yesterday	Mf
305	We are that waiting for the bus goes to Bandung	We are waiting for the bus that goes to Bandung	Mo
306	I want to meet a kid whom wins the speech competition	I want to meet a kid who wins the speech competition	Mf
307	They drink a cup coffee whose very sweet.	They drink a cup coffee which very sweet.	Mf
308	I know a man who father is a teacher.	I know a man whose father is a teacher.	Mf
309	My sister whom teaches English is a English teacher	My sister who teaches English is a English teacher	Mf
310	That girl whom helped me is a teacher.	That girl who helped me is a teacher.	Mf
311	I hate who someone send me a message.	I hate someone who send me a message.	Mo

**Note:**

**Students' Errors:** Sentences made by students that containing errors in using relative pronoun

**Correction** : Revision of sentences that containing errors into the correct sentences

**Mf** : Misformation errors

**Mo** : Misordering errors

**Om** : Omission errors





## Appendix 4

**Table 4. Classification of The Errors Committed by Each Students**

Students Number	Om	Ad	Mf	Mo	$\Sigma$ Errors
1	-	-	4	-	4
2	-	-	2	-	2
3	-	-	3	1	4
4	-	-	2	1	3
5	-	-	2	-	2
6	-	-	6	-	6
7	-	-	2	-	2
8	-	-	-	5	5
9	-	-	4	1	5
10	-	-	4	3	7
11	-	-	3	1	4
12	-	-	5	1	6
13	-	-	2	2	4
14	-	-	1	2	3
15	-	-	3	1	4
16	-	-	2	2	4
17	1	-	-	3	3
18	-	-	3	1	4
19	-	-	1	2	3
20	-	-	4	-	4
21	-	-	2	1	3
22	-	-	2	1	3
23	1	-	2	1	4
24	-	-	1	3	4
25	-	-	1	1	2
26	-	-	2	2	4
27	-	-	1	2	3
28	-	-	1	2	3
29	-	-	2	1	3
30	-	-	3	1	4
31	-	-	2	1	3
32	-	-	4	1	5
33	-	-	2	2	4
34	-	-	4	1	5

35	-	-	1	2	3
36	-	-	3	1	4
37	-	-	1	2	3
38	-	-	4	2	6
39	-	-	-	2	2
40	-	-	2	1	3
41	-	-	-	2	2
42	-	-	2	2	4
43	-	-	2	2	4
44	-	-	-	2	2
45	-	-	2	2	4
46	1	-	7	-	8
47	-	-	4	-	4
48	-	-	3	-	3
49	-	-	3	3	6
50	1	-	2	-	3
51	-	-	1	-	1
52	-	-	1	2	3
53	-	-	1	-	1
54	-	-	7	2	9
55	-	-	1	1	2
56	-	-	2	1	3
57	-	-	5	1	6
58	-	-	1	4	5
59	-	-	1	4	5
60	-	-	1	6	7
61	-	-	1	2	3
62	-	-	7	1	8
63	-	-	2	3	5
64	-	-	1	3	4
65	-	-	3	1	4
66	-	-	1	-	1
67	-	-	2	-	2
68	-	-	1	2	3
69	-	-	1	-	1
70	-	-	2	-	2
71	-	-	3	1	4
72	-	-	1	1	2
73	-	-	2	-	2
74	-	-	1	1	2
75	-	-	1	2	3

76	-	-	1	-	1
77	-	-	2	1	3
78	-	-	3	2	5
79	-	-	3	2	5
80	-	-	2	-	2
81	-	-	5	2	7
82	-	-	3	1	4
83	-	-	2	1	3
84	-	-	3	1	4
85	-	-	3	1	4
86	-	-	3	2	5
<b><math>\Sigma</math> Errors</b>	<b>2</b>	<b>-</b>	<b>198</b>	<b>111</b>	<b>311</b>

**Note:**

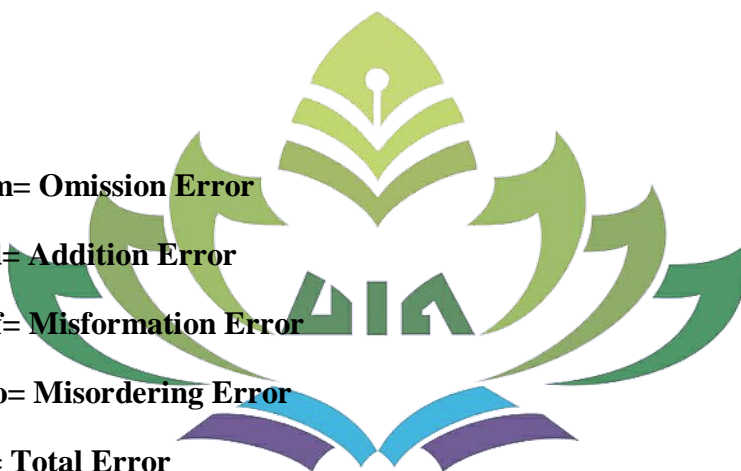
**Om= Omission Error**

**Ad= Addition Error**

**Mf= Misformation Error**

**Mo= Misordering Error**

**$\Sigma$ = Total Error**



## Appendix 5

### Validation for Task

Direction:

In each question, please give your response by ticking (√) a box representing your choice.

NO	Question	Yes	No	Comment
1	Menggunakan perintah dan petunjuk pengerjaan soal yang jelas			
2	Batasan jawaban yang diharapkan sudah sesuai (Membuat 10 kalimat dengan menggunakan relative pronoun)			
3	Batas waktu yang diberikan sudah cukup untuk mengerjakan soal			
4	Soal sesuai dengan materi yang sudah dipelajari yaitu penggunaan relative pronoun			

Bandar Lampung, 6 october 2017

Validator

Parmin, S.Pd

## Appendix 6

### Students' Photos



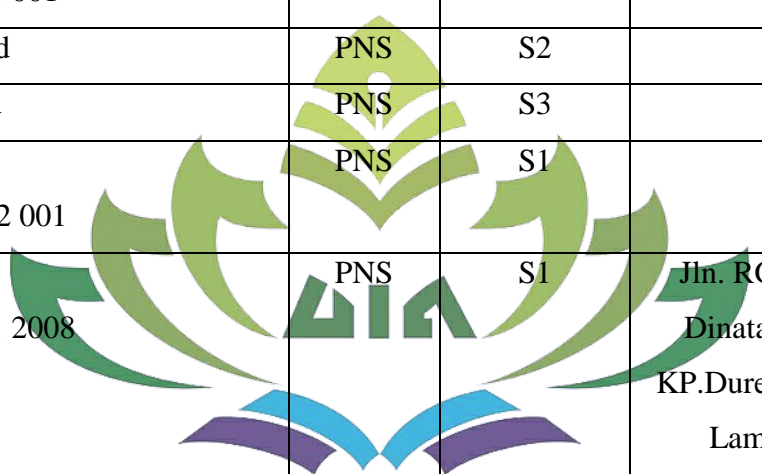
## Appendix 8

### A. DATA TENAGA PENGAJAR

#### 1. Nama Guru, Pendidikan Terakhir, Alamat, dan Bidang studi/Mapel

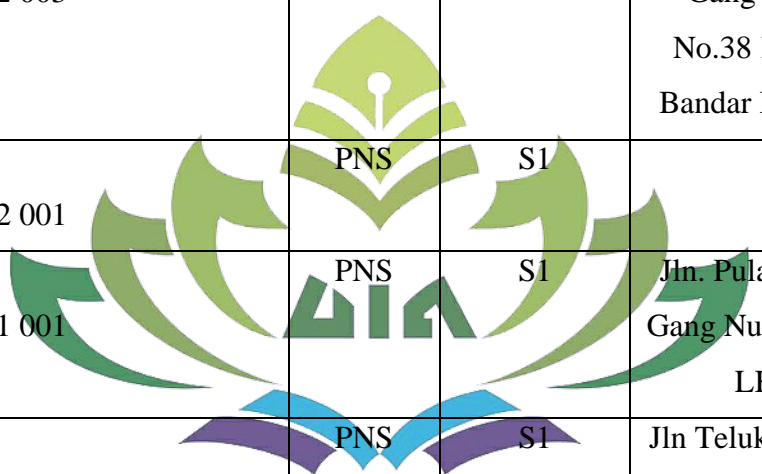
**Tabel 1. Data Pengajar/Guru SMA Negeri 8 Bandar Lampung**

No	Nama	Jabatan	Pendidikan	Alamat	Bid. Studi
1	Lismawati, S.Pdi, M.Ag 19661026 1990001 2 002	PNS	S2	Jln Mangun Rojo, Gang Glora 9 Kedamaian	Agama Islam
2	Sabikis, S.Pd.I	HONOR	S1		Agama Islam
3	Budi Setiawan, S.Pd.I	HONOR	S1		Agama Islam
4	Yuliana, S.Pd	HONOR	S1	Jln hj Sa'id 2 K.Baru	Agama Islam
5	H.D.Tagen	HONOR	S1		Agama Kristen
6	Drs.R.Tikto	HONOR	S1		Agama Katolik
7	Dra. Deasi 19561229 198403 2 003	PNS	S1		PKN
8	Dra. Hj. Saptarita Oksida	PNS	S1	Jln.Pangeran	PKN



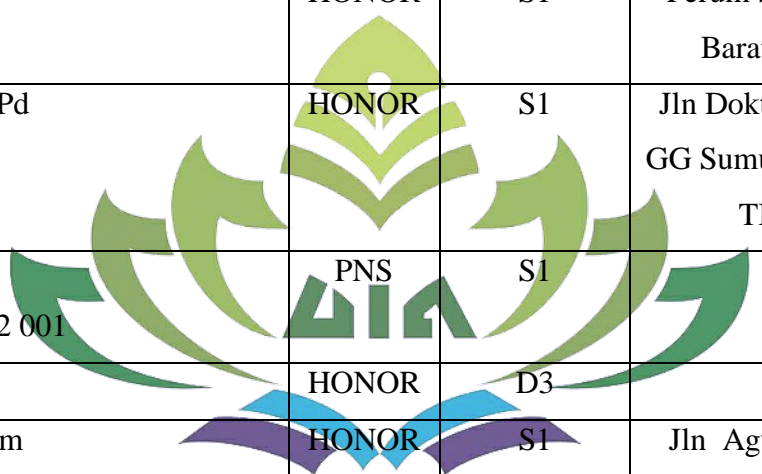
	19601008 198702 2 001			Antasari Villa Citra Blok F1 No 08 Bandar Lampung	
9	Drs. Agus Nardi 19680604 1995121 001	PNS	S1		PKN
10	Maria Habiba,M.Pd	PNS	S2		PKN
11	Dra. Yuniati. M.Pd	PNS	S3		PKN
12	Yuniar,S.Pd 19690306 199812 2 001	PNS	S1		Bahasa Indonesia
13	Marlis, S.Pd 19700418 2005001 2008	PNS	S1	Jln. RG Marta Dinata No.36 KP.Duren Bandar Lampung	Bahasa Indonesia
14	Sutisna Nawawi,S.Pd 19610727 199303 2 001	PNS	S1	Jln. Jati Baru 1 No.21 Durian Payu TKP	Bahasa Indonesia
15	Parmin, S.Pd	PNS	S1	Jln. Rajawali, Untung Suropati	Bahasa Inggris
15	Desi Iryanti,S.Pd	HONOR	S1		Bahasa Indonesia





16	Endang Purwanti,S.Pd	HONOR	S1		Bahasa Indonesia
17	Dra. Yuliar Astuti Dewi 19630708 199010 2 001	PNS	S1		Matematika
18	Lisbeth Hutapea S.Pd 19660414 198903 2 003	PNS	S1	Jln Teuku Umar Gang Banten No.38 Kedaton Bandar Lampung	Matematika
19	Dra Robihana 19640522 199512 2 001	PNS	S1		Matematika
20	Juli Sazali,S.Pd 19680724 199301 1 001	PNS	S1	Jln. Pulau Damar Gang Nusa Indah 4 LK II	Matematika
21	Rachmawati,S.Pd 19741106 200604 2 003	PNS	S1	Jln Teluk Teratai 2 N0 9 Kota Karang	Matematika
22	Dra. Sidawati 19591212 198702 2 001	PNS	S1		Sejarah
23	Dra. Nirwati 19590403 198803 2 001	PNS	S1		Sejarah
24	Dra. Fatimah	PNS	S1	Jln Imam Bonjol	Sejarah

	19570612 199103 2 001			Gang Tombangan 29 Bandar Lampung	
24	Edison,S.Pd 19621231 199011 1 002	PNS	S1	Jln. Perum Sukajaya Darat Blok D.11	Sejarah+Geografi
26	Parmin,S.Pd 19660327 198903 1 006	PNS	S1		Bahasa Inggris
27	Dra. Hj. Herna Andayani 19601201 199003 2 001	PNS	S1	Jln Wai Mesuji 59 Pahoman BL	Bahasa Inggris
28	Martalinda,S.Pd 19830312 201101 2 005	PNS	S1	Pasir Gintung TKP	Bahasa Inggris
29	Yanti, M.Pd 19801029 200902 2 002	PNS	S2		Bahasa Inggris
30	Azwanizar,SE	HONOR	S1		Seni Budaya
31	Drs. Syamsudin 19590608 198902 1 001	PNS	S1		Seni Budaya
32	Fenny Rosmiyanti, S.Pd	HONOR	S1	Jln RT Olo Kelapa 3 TKP	Seni Budaya



33	Purwo Widiyana 19590924 198202 1 001	PNS	S1	Jln Cengkeh Utama 4 Per Way Halim BL	Penjaskes
34	Hadi Prabowo,S.Pd	HONOR	S1		Penjaskes
35	Dian Suryadi,P	HONOR	S1	Perum Sukajaya Barat D.11	Penjaskes
36	Indah Oktaviani,S.Pd	HONOR	S1	Jln Dokter Sosilo GG Sumur 3 No 45 TBU	Penjaskes
37	Eva Novia 19851110 201403 2 001	PNS	S1		TIK
38	Linawati , A.Md	HONOR	D3		TIK
39	Dian Ferdini, S.Hum	HONOR	S1	Jln Agus Salim GG Husen No.11 LK 1	Bahasa Jepang
40	Sony Machdar, S.Pd 19660614 198811 1 002	PNS	S1	Jln R. Setia Budi 16 Sukarame II TBB	Biologi
41	Siti Sunia,S.Pd	PNS	S1	Jln Amd KP Dungu	Biologi

	19770522 200604 2 009			No 6 TBB BL	
42	Eti Erliani,S.Si 19780610 200604 2 019	PNS	S1		Biologi
43	Ani S.Pd 19771107 200212 2 003	PNS	S1		Biologi
44	Hi. Idwan Roshid,M.Pd 19670125 199103 1 007	PNS	S2	Jln Abdul Mutholib No. 12 B. TKB BL	Fisika
45	Sutiyanto, S.Pd 19640206 199103 1 006	PNS	S1	Jln Rasuna Said No.26 BL	Fisika
46	Vefrida Rahmi, S.Pd 19840227 200601 1 008	PNS	S1		Fisika
47	Dra. Noveria Ridasari, M.Pd 196411141990102001	PNS	S2		Kimia
48	Sapto Saryono, S.Pd 196404271988111001	PNS	S1	Jln. Tanjung Raya Permai Blok S No 4	Kimia
49	H. teguh Prayitno, S.Pd 196504061988111001	PNS	S1	Jln. Pagar Alam gang Intan No 7 TKB	Kimia

50	Ekawati Widyastuti, S.Pd	HONOR	S1		Kimia/ Laboran
51	Dra. Hj. Suhelni Retnp Astuti 196610111995122003	PNS	S1		Geografi
52	Leni Diana, S.Pd 197608242011012002	PNS	S1	Jln. Mangga Gg Masjid No 31 PG. TKP	Geografi
53	Nurjanah, S.Pd 198508242010012014	PNS	S1	Rajabasa Bandar Lampung	Geografi
54	Dra. Emilia 196105061987022001	PNS	S1		Sosiologi
55	Meliana, S.Sos	PNS	S1	Jln. Way Kanan No 50 Bandar Lampung	Sosiologi
56	Camellia Widasari, S.Sos 197206232007012004	PNS	S1	Komplek osen Unila No 25	Sosiologi
57	Dra. Hj. Wirdah 195605121981032007	PNS	S1	Jln Mangun Proja Gg Gloral 9 Kedamaian	Ekonomi
58	Dra. Hj. Sri Megawati, M.Pd 195803091982032007	PNS	S2	Jln Purnawirawan Gang Swadaya No	Ekonomi

				18 Gunter	
59	Drs. Imron Suhendi, M.Pd 195710161984031003	PNS	S2	Jln Purnawirawan Gang Swadaya 8 Gunung Terang	Ekonomi
60	Dra. Zamra 196110041988031008	PNS	S1	Jln. Way Kanan No 07 Pahoman Bandar Lampung	Ekonomi
61	Musnur Nelinda, S.Pd 196607151989032005	PNS	S1	Jln. Amir Hamzah No 81 Gotong Royong	Ekonomi
62	Wakit Rudi Paryono, S.Pd 196905011998031005	PNS	S1		Ekonomi
63	Nuke Kanzarina, M.Pd 197805312007012007	PNS	S1		Mulok/ B.Lampung
64	Imron Asadi, S.Pd	HONOR	S1		Mulok/ B.Lampung
65	Dra. Hj. Rohimawati 195805171982032005	PNS	S1	Jln. Pagar Alam Gang Putra No 19 A Langkapura	BK

				Bandar Lampung	
66	Dra. Ritha Al Jamilah 196103241990112001	PNS	S1		BK
67	Dra. Nalan Zuraida 196312281991032003	PNS	S1		BK
68	Gusri Mulyani, S.Pd 196808081997022005	PNS	S1	Jln Permata Biru BB 2 No 9	BK
69	Drs. Mukhtar 196803021995121002	PNS	S1	Jln Basuki Rahmat Gang Merpati No 5	Bk
70	Yudi E, M.Pd	HONOR	S1		Lab Bahasa Inggris
71	Dona K, S.Pd	HONOR	S1		Lab Bahasa Inggris
72	Gita HP, S.Pd	HONOR	S1		Lab Bahasa Inggris
73	Hayati Oktavera, S.Pd	HONOR	S1		
74	Haldinata	HONOR	S1		TIK
75	Kulsumiati, S.E 19610307 1986032003	PNS	S1		Tata Usaha
76	Zulfinasi 195905221981021001	PNS	S1		Tata Usaha

77	Nurhadi 19610921 1986021003	PNS	S1		Tata Usaha
78	Siti Maryam, S.Sos 197111121991032005	PNS	S1		Tata Usaha
79	M. Nasir, S.Sos 19681017 1990101001	PNS	S1		Tata Usaha
80	Abimanyu 195906051982031016	PNS	S1		Tata Usaha
81	Edi Supriyanto 19680205 1990031007	PNS	S1		Tata Usaha
82	Widodo 19700328 1990031003	PNS	S1		Tata Usaha
83	Syarifuddin 19611028 2014071001	PNS	S1		Tata Usaha
84	Septi Ria Ariyani, S.Pd	HONOR	S1		Bahasa Indonesia
85	Sunarti, M.Pd 19700705 1997022003	PNS	S2		Bahasa Indonesia
86	Nuril Astuti, S.Pd	HONOR	S1		Bahasa Indonesia
87	Drs. Banjir Sihite, M.Pd 19630917 1986031007	PNS	S2		Bahasa Inggris
88	Drs. Firdaus, M.M 19590802 1986031009	PNS	S2		Matematika
89	Parmawati, S.Pd	HONOR	S1		Kimia
90	Erly, M.Pd	HONOR	S2		Kimia
91	Ari Suwito, A.Md	HONOR	D3	Jln. Sitara Natar Kali Asin 2 Lamsel	Bahasa Jepang



92	Imamul Huda, A.Md	HONOR	D3	Jln. KH Ahmad Dahlan 9 Gg Kalpataru 2 Bandar Lampung	TIK
93	Egi	HONOR			Lab Bahasa Inggris
94	Yanti	HONOR			Tata Usaha
95	Suproni	HONOR			Tata Usaha
96	Farah Diana, S.Sos	HONOR	S1		Sosiologi
97	Nurkolbi Syarif			Jln. Rajawali kakak tua perum suka jaya darat D 11	Sosiologi

## Appendix 9

### A. DATA SARANA DAN PRASARANA

#### 1. Sarana Gedung

**Table. 7 Sarana Gedung SMAN 8 Bandar Lampung**

<b>N O</b>	<b>Jenis Ruang</b>	<b>Jumlah Ruangan</b>	<b>Keterangan</b>
1	Ruang Belajar/Kelas	15	Cukup Memadai
2	Ruang Kepala Sekolah	1	Baik
3	Ruang Waka Sekolah	2	Baik
4	Ruang Guru	1	Baik
5	Ruangan Tata Usaha	1	Baik
6	Perpustakaan	1	Baik
7	Ruang Multimedia	1	Baik
8	Ruang Komputer	1	Baik
9	Ruang laboratorium <ul style="list-style-type: none"> <li>• Laboratorium fisika</li> <li>• Laboratorium biologi</li> </ul>	2	Baik
10	Ruang UKS	1	Baik
11	Ruang BP / BK	1	Baik
12	Kamar Mandi/ WC	13	Cukup Memadai, untuk WC siswa perlu perbaikan.
13	Mushola	1	Baik
14	Kantin	3	Baik
15	Koperasi	1	Cukup Memadai
16	Lapangan Upacara	1	Baik
17	Lapangan Olahraga	1	Baik

#### 2. Sarana Fasilitas Belajar

**Table. 8 Sarana Fasilitas Belajar di SMAN 8 Bandar Lampung**

<b>No</b>	<b>Sarana</b>	<b>Jumlah</b>
1	Meja	815
2	Kursi	825
3	Papan Tulis	25
4	Ac	12

5	Kipas angin	40
6	Buku	-
7	Komputer	40
8	Tabung Lab	10
9	Alat Penjas	15

### 3. Sarana Penunjang

**Table. 9 Sarana Penunjang di SMAN 8 Bandar Lampung**

No	Sarana/Ruang	Jumlah
1	Lapangan Futsal	1
2	Lapangan Upacara	1
3	Lapangan Basket	1
4	Lapangan Parkir	1
5	Kantin & Koperasi	2



## **INSTRUMENT FOR COLLECTING DATA**

**Subject : English**

**Time Allocation : 45 minutes**

Direction:

1. Write your name and your class clearly on the paper !
2. Use time adequately and work individually.

Instruction:

1. Make 10 sentences by using relative pronoun !
2. Make 2 sentences in each relative pronoun (who, whom, which, whose, and that).
3. Use relative pronoun appropriately.

